

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Los Cerritos Middle School	56 73759 6093173	September 4, 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 Middle School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program
The purpose of the School Plan for Student Achievement (SPSA) is to create a cycle of continuous improvement of

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

Schoolwide Program

The purpose of the School Plan for Student Achievement (SPSA) is to create a cycle of continuous improvement of

EC Section 64001 requires the development of the SPSA to include the following:

*A comprehensive needs assessment (pursuant to ESSA)

*Analysis of verifiable state data, consistent with state priorities, including state-determined long term goals

*May include local data

*An identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals

All schools within the CVUSD complete a Comprehensive Needs Assessment as part of the SPSA development process. Part of this needs assessment includes the analysis of California State Dashboard data as well as local assessment data including benchmark assessments, attendance data, survey data, and grade mark reports. In the spring of 2021, based on state guidelines, CVUSD elected to use local data to monitor student progress and inform SPSA plans and site goals. School sites will continue to include 2019-20 CAASPP data as an important reference, and they will also include the updated, local data from the 2020-21 school year.

The Comprehensive Needs Assessment and SPSA goals are developed in collaboration with school site stakeholder groups, including the School Site Council, with the goal of improving student outcomes, including addressing the needs of all student groups. These goals are aligned to the CVUSD LCAP and are consistent with the 8 State Priorities. During the course of the year, School Site Councils and other site stakeholder groups evaluate and monitor the implementation of the SPSA and progress towards accomplishing the goals.

Educational Partner Involvement

How, when, and with whom did Los Cerritos Middle 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

Los Cerritos Middle School's Involvement Process for the SPSA and Annual Review and Update included the following steps:

On March 6, 2024, the LCMS School Site Council was presented information about major changes that would impact the development of the 2024/25 Single School plan including the loss of ESSER 3 Intervention funds from the state (66,000 per year) and the State's new directive on schools focusing on student groups (subgroups) who were not achieving at the level as the rest of the school. Based on the California Dashboard, school will determine which subgroups were performing in the Orange and Red zones for performance (English and Math achievement), school climate (suspension), and attendance (chronic absenteeism). Based on early indicators LCMS will need to development specific actions for the following: English (Students with Disabilities; Socio-Economically Disadvantaged students, English Language Learners), Math (Students with Disabilities; Socio-Economically Disadvantaged students, English Language Learners, Hispanic Students), and Attendance (Students with Disabilities). Departments will be examining data and determine specific actions to help improve each of these areas.

On April 10, 2024, the LCMS School Site Council was provided a comprehensive review to the Single School Plan Approval Process (District) including a month by month task list (timeline), budget categories, data analysis, and the progress monitoring process. The council also reviewed the "essential" elements of a strong Single School Plan and the school's plan to carefully review all data, identify areas of needs, Identify areas of strength, and develop goals and

actions that will move LCMS students to high achievement while lowering the achievement gap of our most at-risk learners. After this review, SSC reviewed the 2023/24 goals and associated actions, an action plan was presented to council about the next steps in the development of the new Single School Plan Goals/Actions including each department reviewing the strengths and weaknesses of student learning and determining areas of focus for the coming year with focus on returning student learning challenges.

On May 8, 2024, the LCMS School Site Council convened to engage in an in-depth discussion of the instructional goals formulated by the site leadership team and various departments. As part of the SSC Progress Monitoring Process, the following data points were meticulously examined: Quarter 3 D/F List with a focus on grade level achievements and discrepancies. Following a thorough examination of the data, the Council shifted its focus revisions for the Single School Plan goals and recommended by the LCMS Departments and Leadership Team, which focused mainly on changes to Goal #1: Literacy. The discussion also delved into both the total budget allocations and the specific purposes for which these funds were earmarked. The council also discussed the budget challenges heading into the 24/25 school year with the absence of State Emergency Funds (ESSER 3) which totaled over 60,000 the last two years. Furthermore, the Council continued to scrutinize the proposed goals, with particular attention given to the metrics that the school will employ to gauge progress and success. These metrics include CAASPP Scores, Department Common Assessments, District Benchmark Assessments, CommonLit Metrics, Reading Lexile Inventory, Grades, Attendance Rates (with a specific focus on Chronic Absenteeism), and other informal assessments."

On June 5, 2024, the LCMS School Site Council continued their discussion on each instructional goal and solicited feedback from all team members. As part of the SSC Progress Monitoring Process, the following data points were meticulously examined: Review of Math Common Assessments and District Benchmark data and a deep dive into the Spring, 2024 Social Emotional Student Survey Results. In addition, the Council focused on areas of concerns and past actions to regarding Goal #4 and #5 (Culture, Safety, Connection, Inclusive Environment). Goals were approved by council for 24/25 Single School Plan. Council will reexamine goals and proposed actions at August SSC meeting to see if any changes need to be revised.

On Friday, August 9, 2024, the Los Cerritos Leadership Team (PLT) made up of teachers, department chairs, administrators and counselors participated in a detailed review of the 2024/25 Single School Plan for Achievement. The team reviewed the new 2023/24 CAASPP data as well as other important sources of data (Grades; CommonLit; Benchmarks) that would help guide development of new plan. PLT allocated money to various actions, professional development, and programs in order to support each of the 5 goals. Team also reviewed common instructional strategies that all teachers will implement including the social emotional instructional program for the year along with the District instructional focus on Universal Design for Learning (UDL) with a focus on English Language Learners. Each department chair would finalize conversations with their department members to ensure that feedback is collected on our tentative goals, actions, and budget allocations

On Monday, August 19, 2024, the LCMS teaching staff and administration were presented with a comprehensive data review including the 2023/24 CAASPP Data. With a focus on the Single School Plan goals, administration provided professional development on Universal Design for Learning (Goal #1, 2, 3, 4, 5), Diversity, Equity, and Inclusion (Goal 3, 4, 5), Social Emotional Learning (Goal 4, 5), and developing community and inclusive practices (Goal 3, 4, 5). In addition, the staff engaged in an interactive activity to identify needed actions for each Single School Plan goal. New concepts or ideas were added to the current action plans.

On August 28, 2024, the LCMS School Site Council was presented with a comprehensive data review including 2023/24 CAASPP Data and D/F data for Semester 1 and 2 (overall; subgroups). Each goal was reviewed again as well as targeted actions for each to successfully implement the goals. Council was also presented with budget allocations for each goal action item with a specific focus on the new expenditures for the 24/25 school year. Final Single School Plan will be reviewed and approved at the September SSC meeting.

On Wednesday, September 6, 2024, the SSC conducted a final review of the Single School Plan for Achievement including the proposed goals, data metrics to measure progress, action items to implement each goal, and the expenditures needed for each action item. After a discussion, the SPSA was approved.

As an integral part of the Single School Plan Development Process and the ongoing Progress Monitoring for the 24/25 Single School Plan, the LCMS Leadership Team convened on a monthly basis, spanning from August to June. During these meetings, the team diligently addressed the following key areas:

1. Common Assessment Data: The team conducted comprehensive reviews of overall assessment data, with a specific focus on the performance of English Learners, Special Education Students, and students facing

socio-economic disadvantages. Following each review, departments presented their action plans for improvement, which were shaped through teacher collaboration during common planning days.

2. District Benchmark Assessments: A thorough examination of district benchmark assessment data was undertaken, again with a specific emphasis on the performance of English Learners, Special Education Students, and socio-economically disadvantaged students. As with common assessments, departments presented their action plans for improvement based on teacher collaboration during common planning days.

3. CommonLit and Read Theory Assessments: The team reviewed the overall data from CommonLit and Read Theory assessments, paying particular attention to the performance of English Learners, Special Education Students, and students with socio-economic disadvantages. After each review, departments presented their action plans for improvement, developed through teacher collaboration during common planning days.

4. CHAMPS/Discipline Data: The team engaged in a comprehensive review of all data related to student behavior and discipline. This assessment also included an analysis of truancy numbers (SARB) and chronic absenteeism figures. Based on their analysis, the team explored potential solutions for any data points negatively impacting the school culture.

5. 24/25 Single School Plan: The team continually reviewed the goals and actions outlined in the 23/24 Single School Plan during each meeting. They discussed the need for any changes, revisions, or additions as necessary. Additionally, the team delved into resource allocations and departmental needs as part of the ongoing planning process."

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.

Los Cerritos Middle School is not designated as a Comprehensive School Improvement Site (CSI).

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.

All students at Los Cerritos Middle School scored GREEN in overall performance under Pupil Achievement and Yellow for Academic Achievement.

All students at Los Cerritos Middle School scored ORANGE under Conditions and Climate (Suspension Rate).

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.

English Language Learners (ELL), Socio-Economically Disadvantaged (SED) students, and Students with Disabilities (SWD) at Los Cerritos Middle School scored Orange or Red, which is two or more performance levels below than ALL students who scored GREEN in ELA Academic Achievement.

English Language Learners (ELL), Socio-Economically Disadvantaged (SED) students, Hispanic students, and Students with Disabilities (SWD) at Los Cerritos Middle School scored Orange or Red, which is two or more performance levels below than ALL students who scored GREEN in Math Academic Achievement.

Students with Disabilities (SWD) at Los Cerritos Middle School scored Red, which is two or more performance levels below ALL students who scored a YELLOW for Chronic Absenteeism.

Other Needs

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

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Los Cerritos Middle 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	0.13%	0%	%	1	0	
African American	1.06%	0.82%	0.69%	8	6	5
Asian	10.07%	9.92%	10.56%	76	73	76
Filipino	1.19%	1.22%	0.97%	9	9	7
Hispanic/Latino	31.52%	35.19%	34.86%	238	259	251
Pacific Islander	0.13%	0.27%	0.14%	1	2	1
White	49.80%	46.06%	45.69%	376	339	329
Multiple/No Response	6.09%	6.52%	7.08%	46	48	51
Total Enrollment				755	736	720

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Grade 6	230	233	226
Grade 7	252	241	242
Grade 8	273	262	252
Total Enrollment	755	736	720

Conclusions based on this data:

- Based on the Student Enrollment data, there has been a consistent drop in enrollment over the past three years, resulting in a decrease of 35 students. We expect the overall enrollment for the upcoming 2024-25 school year to stabilize and potentially see a slight increase in enrollment. An in-depth examination of the student demographic data from the last three years reveals that most racial groups have maintained stable enrollment patterns. However, there were notable shifts within the LCMS (Latino/Hispanic, White) student population between 21/22 and 22/23. The Hispanic/Latino student group saw a substantial increase of 8.69%, while the White student group experienced a significant decline of 10.34%. Data from 23/24 shows slight changes in student groups, but nothing significant.

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	60	66	44	8.5%	7.9%	6.1%
Fluent English Proficient (FEP)	118	120	137	13.5%	15.6%	19.0%
Reclassified Fluent English Proficient (RFEP)	11	22	20	11.3%	18.3%	

Conclusions based on this data:

1. Based on the English Learner (EL) enrollment data, Los Cerritos has experienced fluctuating numbers of EL students; nevertheless, the overall percentage of EL students dropped significantly from 22/23 to 23/24 by 1.8% and 22 less students. The number of reclassified students has shown a remarkable increase over the past three years including a significant jump from 21/22 to 22/23 and a high percentage of students reclassifying for the 23/24 school year. To further support EL learners, the ELD team is actively working on implementing additional measures. This includes the establishment of an EL Taskforce comprising administration, counselors, EL teachers, and regular teachers. Additionally, EL class time and/or EL support class time will be utilized for data analysis and goal setting with students. Response to Intervention (RtI)/Flex Intervention Days will also be leveraged to provide academic support to students. For the 24/25 school year, all CVUSD schools will focus on strengthening our Universal Design for Learning (UDL) practices with specific focus on our English Language Learners. Valuable resources and teaching tools will be furnished to staff by the district and school site through Universal Design for Learning (UDL) Professional Development. Parents will receive regular updates through ELAC and various communication channels, and students will receive one-on-one counseling.

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 6	234	238	228	233	229	228	233	228	228	99.6	96.2	100
Grade 7	248	244	242	239	231	232	239	229	232	96.4	94.7	97
Grade 8	274	261	252	255	244	226	255	244	226	93.1	93.5	90
All Grades	756	743	722	727	704	686	727	701	686	96.2	94.8	95

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 6	2582.	2572.	2576	38.63	32.46	39.9	34.33	36.40	28.5	17.17	17.11	15.4	9.87	14.04	16.2
Grade 7	2599.	2610.	2590	35.15	38.86	35.3	35.56	35.81	28.9	15.48	12.66	15.9	13.81	12.66	19.8
Grade 8	2614.	2602.	2613	31.37	27.87	35.8	38.82	38.11	32.7	21.18	17.62	16.4	8.63	16.39	15.0
All Grades	N/A	N/A	N/A	34.94	32.95	37	36.31	36.80	30	18.02	15.83	15.9	10.73	14.41	17.0

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
Grade 6	32.62	27.63		55.79	53.07		11.59	19.30	
Grade 7	31.80	33.33		56.49	55.26		11.72	11.40	
Grade 8	32.55	27.46		56.47	58.20		10.98	14.34	
All Grades	32.32	29.43		56.26	55.57		11.42	15.00	

Writing Producing clear and purposeful writing									
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 6	37.34	32.46		50.64	57.46		12.02	10.09	
Grade 7	41.77	44.05		46.41	44.49		11.81	11.45	
Grade 8	37.65	30.17		50.20	52.07		12.16	17.77	
All Grades	38.90	35.44		49.10	51.36		12.00	13.20	

Listening Demonstrating effective communication skills									
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 6	24.46	20.61		69.10	67.54		6.44	11.84	
Grade 7	15.90	21.49		76.15	72.81		7.95	5.70	
Grade 8	22.75	21.31		72.16	70.90		5.10	7.79	
All Grades	21.05	21.14		72.49	70.43		6.46	8.43	

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
Grade 6	35.19	29.39		57.08	63.16		7.73	7.46	
Grade 7	29.71	37.55		62.76	56.33		7.53	6.11	
Grade 8	29.41	29.10		64.71	61.48		5.88	9.43	
All Grades	31.36	31.95		61.62	60.34		7.02	7.70	

Conclusions based on this data:

- The 2023/24 CAASPP data is the third opportunity to assess student learning and achievement in English Language Arts since 2019. A three longitudinal study shows a 2% gain in number of student who exceeded standards, 6% decline in number of students that met standards, a 2.1% decline in student who nearly met standards, and a 6.27% increase in students who did not meet standards. The average scale score shows a 5 point difference between the three years. A review of the CAASPP ELA overall achievement data shows the all three grade level students saw a 67% proficient average (6th: 68 %, 7th: 64%, 8th: 69%). Grade level data indicates that LCMS students were above the state, district and county averages. LCMS increased student participation rate to the required 95%.

Over the course of the school year, LCMS leadership and teachers will continue to analyze all data, including disaggregated data in order to evaluate the progress of our sub-groups: English learners, socio-economically disadvantaged, and special education students, in order to determine areas of needed growth, in order to narrow the achievement gap. Analysis shows that all students are meeting or exceeding standards at 67%, while Special Education students (13%), English Learners (6%), and Low Income Students (45.6%) are lower than the general population. The achievement gap continues to be the most pressing need at LCMS and a detailed examination of our instructional practices, curriculum, and student learning must be indepth to uncover a better plan to support all learners .

An analysis of ELA claim data is not possible at this time without the 2022/23 data. Past claim data shows that LCMS is strongest in Writing (38.9% Above Standard) and Reading (32.32% Above Standard) with Research (31.36%) and Listening (21.05%) requiring more intervention. Additional analysis will be added once 23/24 claim data is provided.

Based on the data provided above, LCMS continues to be committed to strengthening cross-curricular literacy. Previously, the leadership team and teachers have identified the need to increase the rigor of student literacy by improving their constructive conversations (i.e Socratic seminars, class discussions) and a focus on claim development with supporting evidence. Social science and science departments continue to develop benchmark assessments to help measure our students' current baseline literacy knowledge, help teachers focus on areas of weakness with sound instructional strategies, and monitor progress as the year progresses with follow-up assessments. Our team believes that a comprehensive literacy approach, along with focused assessments will help our students improve their CAASPP ELA scores (proficiency; strands), but more importantly, get them high school and college ready. In addition to instructional approaches above, LCMS has incorporated the CommonLit program to help increase all areas of reading and writing literacy. The English department is also committed to create a schoolwide writing program and will provide necessary trainings so that writing literacy is consistent and helps improve student learning.

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 6	233	238	227	231	231	227	230	229	228	99.1	97.1	100
Grade 7	247	244	242	236	228	233	236	227	233	95.5	93.4	96
Grade 8	274	261	252	243	240	228	243	239	228	88.7	92.0	90.5
All Grades	754	743	721	710	699	688	709	695	688	94.2	94.1	95

* 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 6	2570.	2559.	2570	35.65	37.99	43	24.35	18.78	15.4	21.74	18.78	20.3	18.26	24.45	21.1
Grade 7	2579.	2591.	2567	33.47	39.65	33	22.46	21.59	19.7	25.00	20.26	23	19.07	18.50	24.0
Grade 8	2605.	2590.	2604	36.21	34.73	43	23.05	20.08	14.5	21.40	19.67	14.9	19.34	25.52	27.2
All Grades	N/A	N/A	N/A	35.12	37.41	40	23.27	20.14	16.6	22.71	19.57	19.9	18.90	22.88	24.1

Concepts & Procedures Applying mathematical concepts and procedures									
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 6	34.35	34.93		47.83	39.74		17.83	25.33	
Grade 7	34.47	41.41		45.96	35.24		19.57	23.35	
Grade 8	37.86	35.56		47.74	43.51		14.40	20.92	
All Grades	35.59	37.27		47.18	39.57		17.23	23.17	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	30.87	29.69		51.30	48.03		17.83	22.27	
Grade 7	31.78	36.12		53.81	49.34		14.41	14.54	
Grade 8	33.33	29.29		47.33	49.37		19.34	21.34	
All Grades	32.02	31.65		50.78	48.92		17.21	19.42	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
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 6	30.87	33.62		54.78	51.09		14.35	15.28	
Grade 7	23.31	33.92		64.83	52.42		11.86	13.66	
Grade 8	28.81	27.62		58.02	49.37		13.17	23.01	
All Grades	27.64	31.65		59.24	50.94		13.12	17.41	

Conclusions based on this data:

- Overall performance levels in Mathematics from the 2023/24 school year shows that 56.66% of all grade levels met or exceeded the CAASPP standards ranking LCMS at the top as compared to the other comprehensive middle schools. A review of current CAASPP data and the longitudinal data below illustrates that learning loss is evident as LCMS students did not achieve at the levels of past students, however, the learning loss gap was significantly less than other schools showing the strength of our math department and the strategies they are implementing to support student learning.

An analysis of longitudinal data over the three CAASPP cycles show significant gains in overall proficiency in all cohorts:

 - *Three Year Longitudinal Study (2021/22 - 2023/24): 8th grade student cohort declined overall achievement by -2.1% from 60% to 57.9%.
 - *Two Year Longitudinal Study (2022/23 - 2023/24): 7th Grade student cohort declined overall achievement by -4% (56.77% to 52.7%)

Over the course of the school year, the LCMS leadership and teachers will continue to analyze all data including the dis-aggregated data in order to further evaluate the progress of our sub-groups including English learners, socio-economically disadvantaged, and special education students in order to develop a plan to narrow the clear achievement gap. Early analysis shows that all students are meeting or exceeding standards at 56.66% while SPED (7%), English Language Learners (6%), and Low Income Students (30%) were significantly lower. More resources, professional development, and training are needed to narrow the achievement gap.

At this time, an analysis of math claim data is not possible due to the lack of 23/24 information. Past data show LCMS our strengths lie in Concepts & Procedures (35.59% Above Standard) and Problem Solving (32.02% Above Standard) with a weakness in Communicating Reasoning (27.64% Above Standard). Once comparison data is provided, a more detailed examination will occur to see document patterns of strength and weaknesses so an action plan can be developed.

The LCMS math department has made major strides to change the way math is taught which have positively impacted our CAASPP scores over the last three years. Time honored teaching approaches have not been abandoned, but modern strategies have been adopted to increase the engagement using inquiry based learning with an emphasis on critical thinking, collaboration, building thinking classrooms, and the use of spiraling homework/assessments to develop mastery over time. In order to continue our current growth, the math department has rewritten our benchmark assessments with a focus on creating questions that closely mirror the CAASPP which will allow us to accurately assess our students' strengths and weaknesses, target necessary interventions, and monitor a student's progress over the course of an entire school year. With an increase in data

due to our common assessments, our teachers will be able work together to identify targeted strategies that work while planning for how to proceed. For the 2024/25 school year, the math department will continue employ the Peer Teach Program and Building Thinking Classrooms (Year 2) as a key intervention for all students with a focus on preassessment, mentor teach program, and a post assessment to measure student progress.

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	1524.6	1536.8	1567.2	1524.6	1535.7	1568.6	1524.2	1537.4	1565.5	25	20	25
7	1585.7	1532.9	*	1598.1	1529.4	*	1572.6	1535.8	*	16	25	8
8	1547.3	*	1550.2	1548.0	*	1547.0	1546.1	*	1552.7	21	9	18
All Grades										62	54	51

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	16.00	45.00	48.00	40.00	20.00	36.00	32.00	15.00	12.00	12.00	20.00	4.00	25	20	25
7	56.25	28.00	*	31.25	24.00	*	12.50	32.00	*	0.00	16.00	*	16	25	*
8	23.81	*	27.78	38.10	*	38.89	14.29	*	16.67	23.81	*	16.67	21	*	18
All Grades	29.03	33.33	37.25	37.10	24.07	37.25	20.97	22.22	17.65	12.90	20.37	7.84	62	54	51

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	40.00	55.00	72.00	32.00	20.00	24.00	16.00	15.00	0.00	12.00	10.00	4.00	25	20	25
7	62.50	44.00	*	37.50	20.00	*	0.00	28.00	*	0.00	8.00	*	16	25	*
8	28.57	*	38.89	38.10	*	27.78	19.05	*	27.78	14.29	*	5.56	21	*	18
All Grades	41.94	46.30	52.94	35.48	22.22	27.45	12.90	18.52	13.73	9.68	12.96	5.88	62	54	51

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	4.00	5.00	32.00	32.00	60.00	40.00	32.00	10.00	20.00	32.00	25.00	8.00	25	20	25
7	25.00	16.00	*	50.00	16.00	*	18.75	52.00	*	6.25	16.00	*	16	25	*
8	9.52	*	11.11	42.86	*	38.89	19.05	*	27.78	28.57	*	22.22	21	*	18
All Grades	11.29	11.11	21.57	40.32	37.04	41.18	24.19	27.78	21.57	24.19	24.07	15.69	62	54	51

Listening Domain Percentage of Students by Domain Performance Level for All Students													
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students			
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	
6	16.00	30.00	32.00	56.00	55.00	68.00	28.00	15.00	0.00	25	20	25	
7	43.75	20.00	*	56.25	64.00	*	0.00	16.00	*	16	25	*	
8	14.29	*	33.33	61.90	*	50.00	23.81	*	16.67	21	*	18	
All Grades	22.58	22.22	31.37	58.06	59.26	58.82	19.35	18.52	9.80	62	54	51	

Speaking Domain Percentage of Students by Domain Performance Level for All Students													
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students			
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	
6	64.00	60.00	80.00	28.00	35.00	16.00	8.00	5.00	4.00	25	20	25	
7	87.50	52.00	*	12.50	40.00	*	0.00	8.00	*	16	25	*	
8	66.67	*	61.11	19.05	*	27.78	14.29	*	11.11	21	*	18	
All Grades	70.97	51.85	72.55	20.97	37.04	19.61	8.06	11.11	7.84	62	54	51	

Reading Domain Percentage of Students by Domain Performance Level for All Students													
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students			
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	
6	8.00	5.00	28.00	44.00	70.00	48.00	48.00	25.00	24.00	25	20	25	
7	56.25	16.00	*	37.50	36.00	*	6.25	48.00	*	16	25	*	
8	38.10	*	22.22	14.29	*	38.89	47.62	*	38.89	21	*	18	
All Grades	30.65	14.81	23.53	32.26	46.30	47.06	37.10	38.89	29.41	62	54	51	

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	0.00	45.00	48.00	88.00	35.00	52.00	12.00	20.00	0.00	25	20	25
7	0.00	8.00	*	100.00	80.00	*	0.00	12.00	*	16	25	*
8	4.76	*	11.11	85.71	*	83.33	9.52	*	5.56	21	*	18
All Grades	1.61	20.37	33.33	90.32	64.81	64.71	8.06	14.81	1.96	62	54	51

Conclusions based on this data:

1. After analyzing three years of ELPAC data, we have observed a modest decrease in the number of students taking the ELPAC, declining from 62 students in 2020/21 to 51 students in 2022/23. However, when we calculate the average ELPAC scale scores across all three grade levels, there is a notable overall improvement of 6.2 points between 2020/21 and 2022/23. Perhaps the most encouraging finding is that 74% of our students achieved either Level 4 or Level 3 scores, with only 26% scoring in the lower two levels. Remarkably, only 7.84% of our students scored at Level 1, underscoring the positive impact of our instructional program for English Learner (EL) students. Continued analysis will be provided once 23/24 data is released.

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
736	23.4	9	0.1
Total Number of Students enrolled in Los Cerritos Middle 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	66	9
Foster Youth	1	0.1
Homeless	11	1.5
Socioeconomically Disadvantaged	172	23.4
Students with Disabilities	88	12

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	6	0.8
Asian	73	9.9
Filipino	9	1.2
Hispanic	259	35.2
Two or More Races	48	6.5
Pacific Islander	2	0.3
White	339	46.1

Conclusions based on this data:

- 2023/24 Dashboard Data was not available as of September, 2024. Analysis for the prior year is listed below:

Student population data shows that with 736 students specific attention needs to focus on the following subgroups: Socioeconomically Disadvantaged (23%), Student with Disabilities (12%), English Learners (9%), and Hispanic students (35.2%). Testing and academic data shows a significant achievement gap exist between these subgroups and other groups on campus (White, Asian, Economically Advantaged, and students without disabilities). While we work to reduce this gap, additional work needs to occur to continue to build an "inclusive" environment at LCMS where all students have the confidence and support to succeed. Specific actions are listed under each goal section to help improve achievement for all at risk groups.

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.

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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.”



2023 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. 2023/24 Dashboard Data was not available as of September, 2024. Analysis for the prior year is listed below:

Overall Dashboard data indicates that LCMS students maintained academic progress (Green) in English Language Arts and Math and excelled in English Language Learner Progress (Blue), but showed areas for concern regarding Chronic Absenteeism (Yellow), and our Suspension Rate (Orange). The LCMS site leadership team will work to identify areas strength and improvement among all performance areas to determine a course of action to improve

instruction so all students' progress. LCMS will continue to rely on past dashboard data and patterns for the development and refinement of our school goals and action plan.

School and Student Performance Data

Academic Performance English Language Arts

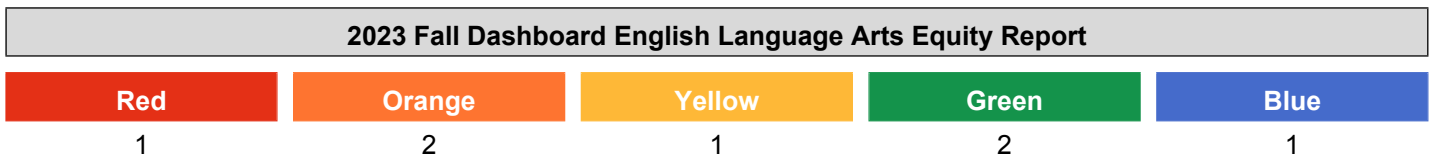
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This section provides number of student groups in each level.



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

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students  Green 43.8 points above standard Decreased -6.5 points 689 Students	English Learners  Orange 50.6 points below standard Decreased Significantly -24 points 100 Students	Foster Youth Less than 11 Students 2 Students
Homeless 106.9 points below standard 17 Students	Socioeconomically Disadvantaged  Orange 19.8 points below standard Decreased -12.9 points 177 Students	Students with Disabilities  Red 106.3 points below standard Decreased Significantly -33.4 points 91 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 6 Students	 No Performance Color 0 Students	 Green 118.2 points above standard Decreased -6.4 points 73 Students	Less than 11 Students 9 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 2.5 points below standard Decreased -8.4 points 243 Students	 Blue 84.2 points above standard Increased +6.9 points 46 Students	Less than 11 Students 2 Students	 Green 53.3 points above standard Decreased -6 points 315 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
127.3 points below standard Decreased Significantly -35.7 points 27 Students	22.3 points below standard Decreased Significantly -43.7 points 73 Students	54 points above standard Decreased -6 points 513 Students

Conclusions based on this data:

- 2023/24 Dashboard Data was not available as of September 2024. Analysis for the prior year is listed below:

Even though all students (689), scored 43.8 points above standard, students declined by 6.5 points from the previous year. Within student subgroups, English Language Learners declined significantly, dropping to 50.6 points below standard, socioeconomically disadvantaged decreased to 19.8 points below standard, and students with disabilities decreased significantly to 106 points below standard. English Language Learners and Socioeconomically Disadvantaged students fell within the orange band of the dashboard, while students with disabilities fell within the red band on the dashboard. While most Race/Ethnic groups performed well (Green), our Hispanic students scored 2.5 points below standard and additional monitoring is needed to ensure improvement is made. While LCMS had a small number of EL students test (27 student) there was a significant gap between our EL students (127 points below standard) and our Reclassified Students (22.3 points below standards) compared to our English only students (54 points above standard).

The English Department meets regularly to discuss best practices and implement UDL strategies to meet the needs of all students. With a school wide focus on literacy across all content areas, the LCMS staff believes that all students will benefit from consistent instruction in reading, writing, listening, and speaking. CVUSD and LCMS have a strengthened focus on utilizing Universal Design for Learning for our English Language Learners in order to reduce the significant achievement gap that exists.



School and Student Performance Data

Academic Performance Mathematics

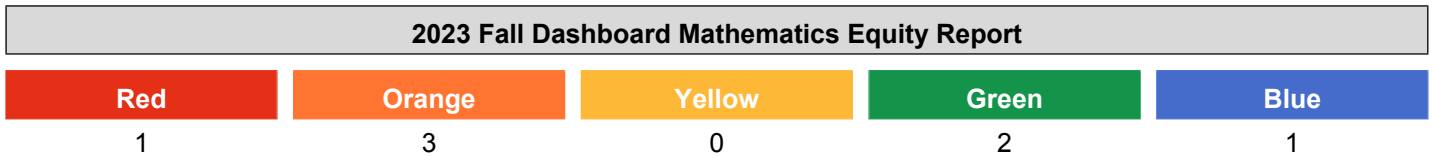
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial 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		
All Students  Green 8.7 points above standard Decreased -9.5 points 686 Students	English Learners  Orange 83.2 points below standard Decreased Significantly -15.5 points 100 Students	Foster Youth Less than 11 Students 2 Students
Homeless 144.7 points below standard 17 Students	Socioeconomically Disadvantaged  Orange 68.8 points below standard Decreased Significantly -27.7 points 176 Students	Students with Disabilities  Red 171.9 points below standard Decreased Significantly -42.5 points 91 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 6 Students	 No Performance Color 0 Students	 Blue 136.2 points above standard Increased +6.8 points 72 Students	Less than 11 Students 9 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 55.3 points below standard Decreased -14.7 points 242 Students	 Green 43.3 points above standard Decreased Significantly - 23.1 points 46 Students	Less than 11 Students 2 Students	 Green 17.6 points above standard Decreased -4.3 points 315 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
144 points below standard Decreased -11.7 points 26 Students	61.9 points below standard Decreased Significantly -42.1 points 74 Students	15.8 points above standard Decreased -8.1 points 511 Students

Conclusions based on this data:

- 2023/24 Dashboard Data was not available as of September 2024. Analysis for the prior year is listed below:

While overall student performance in Math is still at a GREEN performance level, current data shows an overall decline of 9.5 points to 8.7 points above standard. An examination of subgroup data further highlights a decline in performance from multiple groups including English Learners (-15.5 points), Students with Disabilities (-42.5 points), Hispanic (-14.7 points), and Socioeconomically Disadvantaged (-27.7 points). Performance indicators show that the following subgroups are one or more levels below all student including English Language Learners (Orange), Socioeconomically Disadvantaged (Orange), Students with Disabilities (Red), and Hispanic students (Orange). Beginning in 2021, the LCMS math department made a number of changes to improve achievement across all student groups including spiraling of homework and assessments to strengthen student retention, the revision of common assessments to closely mirror CAASPP-like questions, and increased intervention opportunities to narrow gaps in student knowledge. Beginning in 2022/23, the Math Department started two powerful initiatives including implementing Building Thinking Classrooms and the PeerTeach Mentoring Program to help increase engagement, improve access, and improve student achievement.

School and Student Performance Data

Academic Performance English Learner Progress

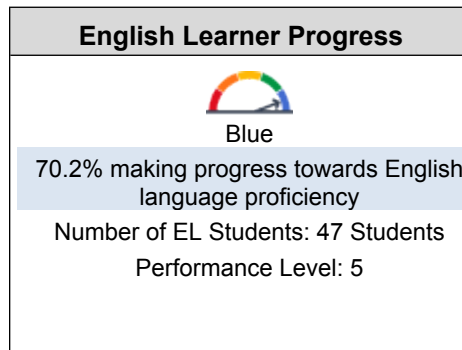
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This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2023 Fall Dashboard English Learner Progress Indicator



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

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
3	11	1	32

Conclusions based on this data:

- 2023/24 Dashboard Data was not available as of September, 2024. Analysis for the prior year is listed below:

Based on the data, 70% of our English Language students progressed toward English language proficiency earning a Blue performance designation. 32/47 student progress at least one ELPAC level, 11/27 maintained their current level while only 3 decreased a level. This data shows the hard work the LCMS EL team and teachers have done to support our English Language students. While this data is encouraging, our EL population continues to score significantly lower on the ELA and Math CAASPP assessments. LCMS will continue to focus on the development and success of our EL students including utilizing schoolwide Universal Design Strategies (UDL) to increase access, engagement, and progress of our students to meeting the grade level standards across all academic subjects.

School and Student Performance Data

Academic Performance College/Career Report

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 provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

Very Low Low Medium High Very High
Lowest Performance Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard College/Career Equity Report

Very High High Medium Low Very Low

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 College/Career Report for All Students/Student Group

All Students English Learners Foster Youth
Homeless Socioeconomically Disadvantaged Students with Disabilities

2023 Fall Dashboard College/Career Report by Race/Ethnicity

African American American Indian Asian Filipino
Hispanic Two or More Races Pacific Islander White

Conclusions based on this data:

1. Not applicable

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.



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 Yellow 14.6% Chronically Absent Declined -0.7 756 Students	English Learners Yellow 19.1% Chronically Absent Declined -0.6 68 Students	Foster Youth Less than 11 Students 2 Students
Homeless 17.6% Chronically Absent Declined -46 17 Students	Socioeconomically Disadvantaged Yellow 22.3% Chronically Absent Declined Significantly -6.8 197 Students	Students with Disabilities Red 36.9% Chronically Absent Increased 4.3 103 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 8 Students	 No Performance Color 0 Students	 Orange 5.4% Chronically Absent Increased 4.1 74 Students	Less than 11 Students 9 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 17.2% Chronically Absent Declined -1.1 267 Students	 Orange 10.6% Chronically Absent Increased 1.9 47 Students	Less than 11 Students 2 Students	 Yellow 15.2% Chronically Absent Declined -1.6 349 Students

Conclusions based on this data:

- 2023/24 Dashboard Data was not available as of September, 2024. Analysis for the prior year is listed below:

All students showed a slight decrease (-0.7) in chronic absenteeism receiving a Yellow Performance Level designation. While a number of subgroups showed slight improvements in chronic absentee rates (ELL: -0.6, Socioeconomically Disadvantaged: -6.8, Hispanic: -1.1, White: -1.6), each of these groups were still above the 14.6% average for all students. Our Students with Disabilities subgroup showed an increase in Chronic Absenteeism by 4.3, moving it a Red Performance Level. Overall analysis of student records would be beneficial in determining the reason(s) with chronic absenteeism. Los Cerritos continues to utilize Chronic Absenteeism letters and open lines of communication to help circumvent any attendance issues. Additional counseling services will be provided (including Wellness Counseling) for students that are not attending school due to socio-emotional challenges. I.E.P. Teams will also focus on students with disabilities to provide the needed accommodations and supports in order to help reduce absenteeism in their students.

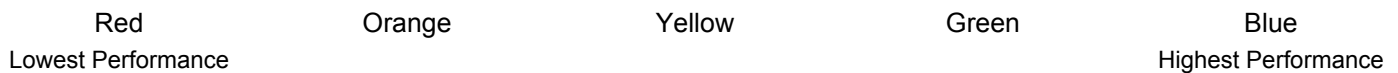
School and Student Performance Data

Academic Engagement Graduation 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.

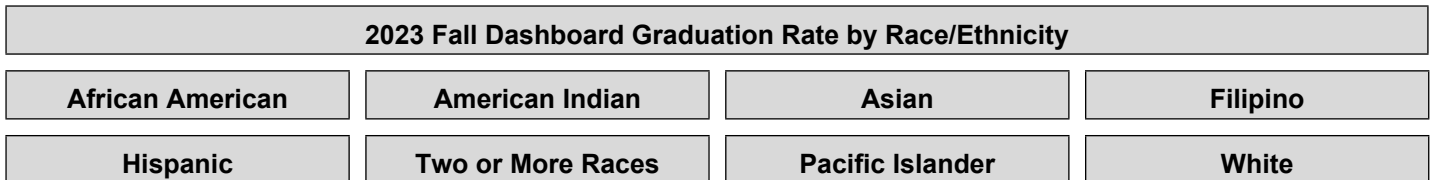
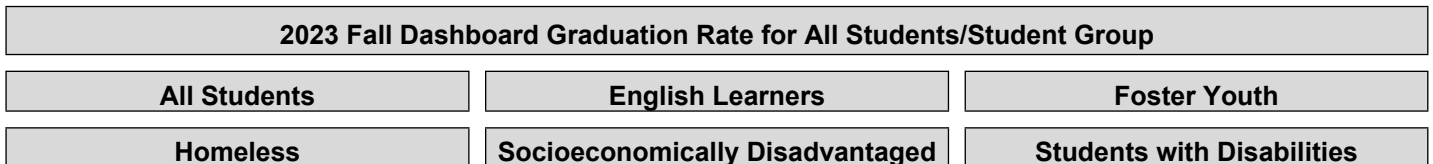
Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



This section provides number of student groups in each level.



This section provides information about students completing high school, which includes students who receive a standard high school diploma.



Conclusions based on this data:

- 1.

School and Student Performance Data

Conditions & Climate Suspension Rate

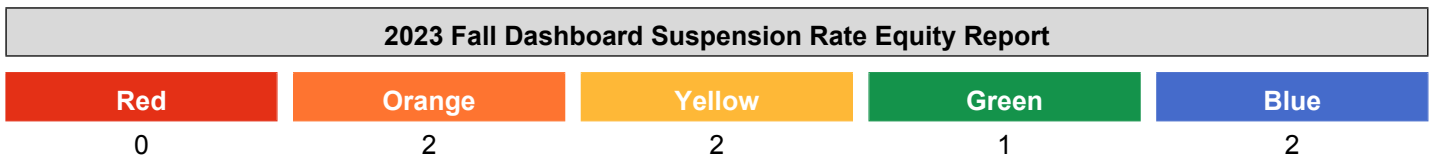
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial 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													
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2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 8 Students	 No Performance Color 0 Students	 Blue 0% suspended at least one day Maintained 0 74 Students	Less than 11 Students 9 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 7% suspended at least one day Increased 1 270 Students	 Blue 0% suspended at least one day Declined -2 47 Students	Less than 11 Students 2 Students	 Yellow 2.6% suspended at least one day Maintained -0.2 352 Students

Conclusions based on this data:

- 2023/24 Dashboard Data was not available as of September, 2024. Analysis for the prior year is listed below:

Suspension data illustrates an increase of .5% of students who were suspended at least one day to 3.9% earning a Orange designation on the Dashboard. Analysis of subgroup data shows increases suspension rates for the following: Homeless (increase of 3.4%), Socioeconomically Disadvantaged (increase of 2.1%), and Hispanic Students (increase of 1%). LCMS also so decreased rates among the following subgroups: Students with Disabilities (decline by .7%) and English Learners (decline by -.3). LCMS is committed to finding alternative means of correction for behavioral issues including the continued implementation of CHAMPS (postive reinforcement system), Restorative Practices, and a new commitment to establishing and modeling schoolwide expectations to create a more positive and inclusive environment.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

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

Improve Student Achievement in English Language Arts and Literacy Standards

By June of 2025, all students will independently implement strategies and protocols to accurately analyze and interpret written and audio informational texts as evident by a 3% growth in ELA CAASPP proficiency metrics, 4% growth on CommonLit assessments, 3% growth on district common assessments, and 4% growth on ELA writing assessments.

Subgoals:

- 1.1 Annotations: Students deconstruct grade-level texts to find the central message and structure; provide text evidence to support ideas.
- 1.2: Text Interpretation: Students accurately paraphrase and summarize grade-level texts to demonstrate understanding of central message, structure, and key details.
- 1.3 Constructed Responses: Students respond to text-dependent prompts with strong claims, relevant reasoning, and logical reasoning.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

- Goal 1: Implement targeted actions and services that support conditions for optimal learning, equitable access, and positive student outcomes. (Student focused)
- Goal 2: Recruit, develop, and retain highly qualified, diverse, and effective staff. (Internal focused)

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.

The 2023/24 CAASPP data is the third opportunity to assess student learning and achievement in English Language Arts since 2019. A three longitudinal study shows a 2% gain in number of student who exceeded standards, 6% decline in number of students that met standards, a 2.1% decline in student who nearly met standards, and a 6.27% increase in students who did not meet standards. The average scale score shows a 5 point difference between the three years. A review of the CAASPP ELA overall achievement data shows the all three grade level students saw a 67% proficient average (6th: 68 %, 7th: 64%, 8th: 69%). Grade level data indicates that LCMS students were above the state, district and county averages. LCMS increased student participation rate to the required 95%.

Over the course of the school year, LCMS leadership and teachers will continue to analyze all data, including disaggregated data in order to evaluate the progress of our sub-groups: English learners, socio-economically disadvantaged, and special education students, in order to determine areas of needed growth, in order to narrow the achievement gap. Analysis shows that all students are meeting or exceeding standards at 67%, while Special Education students (13%), English Learners (6%), and Low Income Students (45.6%) are lower than the general population. The achievement gap continues to be the most pressing need at LCMS and a detailed examination of our instructional practices, curriculum, and student learning must be indepth to uncover a better plan to support all learners .

An analysis of ELA claim data is not possible at this time without the 2022/23 data. Past claim data shows that LCMS is strongest in Writing (38.9% Above Standard) and Reading (32.32% Above Standard) with Research (31.36%) and Listening (21.05%) requiring more intervention. Additional analysis will be added once 23/24 claim data is provided.

Based on the data provided above, LCMS continues to be committed to strengthening cross-curricular literacy. Previously, the leadership team and teachers have identified the need to increase the rigor of student literacy by improving their constructive conversations (i.e Socratic seminars, class discussions) and a focus on claim development with supporting evidence. Social science and science departments continue to develop benchmark assessments to help measure our students' current baseline literacy knowledge, help teachers focus on areas of weakness with sound instructional strategies, and monitor progress as the year progresses with follow-up assessments. Our team believes that a comprehensive literacy approach, along with focused assessments will help our students improve their CAASPP ELA scores (proficiency; strands), but more importantly, get them high school and college ready. In addition to instructional approaches above, LCMS has incorporated the CommonLit program to help increase all areas of reading and writing literacy. The English department is also committed to create a schoolwide writing program and will provide necessary trainings so that writing literacy is consistent and helps improve student learning.

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

<p>1. 2023/24 CAASPP ELA Proficiency Metrics</p> <p>2. CommonLit Proficiency Metrics (2024/25)</p> <p>3. Lexia Proficiency Scores for SWD (2024/25)</p> <p>4. Claim, Evidence, & Reasoning (CER) Writing Assessment Metric (2024/25) (Pre/Post Assessment)</p> <p>5. District Common Assessments (23/24)</p> <p>6. 2023/24 ELA CAASPP Stand Data</p> <p>7. 2024/25 Scholastic Reading Assessment (Quarter 1 and 3)</p>	<p>1. 66% of students met or exceeded the ELA/Literacy Standard.</p> <p>2. CommonLit Proficiency Metric Pre-Assessment: (8/2024)</p> <p>*Overall Score (% proficient): *6CP: 64% *7CP: 36% *7H: 80% *8CP: 27% *8H: 83%</p> <p>*Reading Standard Domains (average % correct) *Literary Reading: *6CP: 69% *7CP: 65% *7H: 86% *8CP: 66% *8H: 91%</p> <p>*Informational Reading: *6CP: 70% *7CP: 63% *7H: 84% *8CP: 47% *8H: 82%</p> <p>3. Lexia Proficiency Scores (SWD) on Pre-Assessment (2024/25) 6: 7: 8:</p> <p>4. NEW: Students will be assessed at the beginning of the year (Pre-Assessment), Quarterly Checks, and a Post Assessment (end of the year).</p> <p>% of Students meeting standards on Pre-Assessment Scores (September, 2024) *6th: *7th: *8th:</p> <p>5. District Benchmark Assessment Scores (Semester 1) based on proficiency in 7 essential standards: 6th: ---% proficient (Exceed/Met) 7th: ---% proficient (Exceed/Met) 8th: ---% proficient (Exceed/Met)</p>	<p>1. Current 2024/25 students will raise CAASPP ELA achievement scores from 66% to 70%. (4% growth)</p> <p>2. Current 2024/25 students will raise each CommonLit Target Area percentage/level by 5% by the final assessment.</p> <p>3. Current 2024/25 students will raise each Lexia Target Area by 5% by the final assessment benchmark.</p> <p>4. Current 2024/25 students will raise their percentage meeting standards by 5% by grade level.</p> <p>5. Current 2023/24 students will improve their scores on the district benchmark assessment by raising the percentage of students who are proficient by 5% across all grade levels.</p> <p>6. Current 2024/25 students will raise CAASPP ELA strand proficiency scores by 5% for each:</p> <p>7. Current 2024/25 grade levels will raise one reading level average between the Quarter 1 and Quarter 3 assessments.</p>
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	<p>6. Percentage of students met or exceeded the ELA/Literacy Strand:</p> <p>*Stand: % proficient (Exceed/Met) *Stand: % proficient (Exceed/Met) *Strand: % proficient (Exceed/Met)</p> <p>7. Reading Assessment Reading Average (Quarter 1 Assessment):</p> <p>*6th Grade: *7th Grade: *8th Grade:</p>	
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Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Opportunities will be provided to teachers and administrators to attend PD seminars and conferences focusing on critical reading, strategies to improve reading comprehension, and the writing process.	All Students	450 4EEF 1000-1999: Certificated Personnel Salaries Administration and English Leadership will develop a PD model that provides teachers with concrete information, rubrics, and lesson delivery models to support students' critical reading skills. Teachers will utilize pre-assessments and initial formative assessments to analyze student progress in meeting goals. Funds would cover professional development hours for teachers to plan and train staff. (15 hours at 30/PD Rate)
1.2	English teachers will utilize common planning days and professional development hours to create quarterly common assessments, analyze data, develop clear action plans to address student learning, and develop new writing curriculum and assessments	All Students	3080 0TRM 1000-1999: Certificated Personnel Salaries Utilize collaboration time to analyze 6th, 7th, and 8th grade student progress in meeting the goals of CCSS. Teachers will create and utilize common assessments

			to gauge the progress of student literacy skills, design intervention opportunities, address learning loss, and inform instruction. Grade levels will be assessed on the same skills to provide teachers with congruous data. Funds will cover costs for 2 release days for 7 teachers (203/day for substitute) and 6 PD hours for 7 teachers.
1.3	Department Chairs will be given a common department chair period to allow for critical evaluation of content area goals and communication about student progress across all disciplines.	All Students	0 None Specified None Specified Administration will provide department chairs a common department chair period within the master schedule. During this time, department chairs will collaborate across departments regarding student progress, evaluation of content area goals, identifying schoolwide student learning outcomes, RtI Flex/Intervention Program, Academic Innovation, learning loss/achievement loss strategies, Universal Design for Learning (UDL), continue to provide rigorous/relevant instruction which aligns with CCSS, and strategies to improve and enhance school culture.
1.4	The Social Studies Department will utilize department planning time on essential standards/tasks, revise/update quarterly benchmark assessments, develop more unit common assessments, grade and analyze data from assessments, and develop targeted strategies to improve student achievement and address any achievement gaps from at risk subgroups (EL; SED; SED).	All Students	1540 0010 1000-1999: Certificated Personnel Salaries Utilize collaboration time to work with the Social Science team on essential standards and common tasks, revise/update quarterly benchmarks and common assessments that will measure students' content knowledge, language and literacy skills, ability to analyze and synthesize information from multiple sources, and develop a claim statement with supporting evidence. Data from assessments will help monitor student progress and target intervention and

			instructional strategies to improve areas of weakness and improve student achievement among all at risk subgroups (EL; SWD; SED). Funds will cover 7 teachers 1 release day (203/sub day).
1.5	Implement California Principal's Support Network (CAPs) training.	All Students	750 0010 1000-1999: Certificated Personnel Salaries Administration and five teacher leaders will utilize CAPs training information to provide a series of training sessions at staff meetings to provide skills/information on high leverage strategies that impact student and teacher learning, while examining practices that improve school culture, enhance teacher practice, and methods of enacting school wide support for student learning. During the 2024/25 CAPs training, the LCMS team will deepen their understanding and implementation of Professional Learning Communities (PLC) practices. The team will focus on how to align PLCs with creating equitable school systems, particularly intervention/enrichment (Rti) systems of support. Special attention will be given to understanding how to address the needs of special populations and diverse learners in our PLCs. Five hours of professional development pay for the team (5 teachers) to meet after school during the 2024/25 school year. (25 PD hours at 30/rate)
1.6	LCMS Leadership Team will investigate, examine, and purchase appropriate materials, equipment, and curriculum in their content field that will support the implementation of the school wide goals. In addition, funds will cover incidental expenses that occur throughout the year in order to keep school running smoothly.	All Students	45958 0010 4000-4999: Books And Supplies LCMS Leadership Team members will conduct a comprehensive review of all equipment and instructional materials on site, research new and innovative teaching materials/equipment, and purchase items that will promote critical thinking, rigor,

			and hands-on activities in the classroom. Each department will be provided with an allocation to purchase any needed supplies at the beginning of the year. Additional money will also be set aside for incidental purchases that may be needed throughout the year. \$3500 is allocated to departments with \$1500 for incidentals.
1.7	Provide high quality instruction and targeted Tier 1 intervention to support ELA and literacy standards.	All Students	0 None Specified None Specified All content area teachers will provide high quality instruction focusing on meeting the literacy and critical thinking needs of all students, while providing targeted Tier 1 interventions to support those who are not meeting the grade level or state standards.
1.8	Implement a school-wide writing program focused on aligning to literacy standards in ELA, social studies, and science with a specific focus on the development of a Claim, Evidence, and Reasoning (CER) Framework for constructed responses across all departments.	All Students	0 None Specified None Specified To succeed as strong informative writers, students need to develop consistent vocabulary, organization, and self-evaluation strategies across all subjects. Although each discipline has unique content and features, a consistent approach to how we write for informative purposes will allow students to apply their knowledge and skills more often and receive more feedback, resulting in higher student achievement. With increased consistent and common writing language, students will increase achievement and reduce any learning loss that exists. Leadership team will continue to examine CAASPP Performance Tasks in order to provide all teachers with a clear understanding of what the state expects students to be able to do/articulate on writing prompts. Focus for the 24/25 school year will be on developing a Claim, Evidence, and Reasoning (CER) framework for constructed responses

			<p>across all departments that can help create a unified approach to critical thinking and writing. Implementing a CER framework across all departments will help create a cohesive and supportive learning environment, enhancing students' critical thinking and writing skills in a consistent and structured manner. Assessments will be created to measure progress throughout the year.</p>
1.9	Integrate technology to improve student learning while incorporating new Artificial Intelligence (AI) platforms.	All Students	<p>0 None Specified None Specified Teachers will use technology to help facilitate the student's ability to meet a wide variety of challenging educational expectations including: research, analyze and evaluate data, work collaboratively with peers, produce projects to make connections, demonstrate understanding across content areas, and tools associated with the Canvas Learning Platform. In addition, teachers will begin to learn and implement strategies to integrate technology to improve student learning and access while improving teaching practices based on Artificial Intelligence programs. Leadership will provide professional development during monthly staff meetings to increase knowledge and understand as well as high leverage practices using A.I.</p>
1.10	Teachers and administrators will be provided opportunities to attend PD training focusing on integration of technology and other professional development opportunities to improve instruction.	All Students	<p>0 None Specified None Specified Implement new teaching strategies and resources to assist in the teaching of all subjects including the integration of technology and other professional development opportunities to improve instruction, increase</p>

			access, and increase student achievement. Teachers will have opportunities throughout the year to attend Professional Development training provided by District TOSAs.
1.11	Purchase, improve, and utilize software and technology to enhance instruction	All Students	35000 Other 4000-4999: Books And Supplies Purchase technology and software/programs that will enhance student engagement and teacher instructional practices.
1.12	Maintain and repair existing technology for best use	All Students	500 0010 4000-4999: Books And Supplies Maintain and repair LCD projectors, digital visualizers, document cameras, notebook computers, and appropriate interactive hardware and software to enhance content delivery and student learning
1.13	Use CAASPP aligned writing performance tasks	All Students	0 None Specified None Specified Departments will assess students' writing progress throughout the year. Analysis of assessment data will help inform instruction and determine needed interventions.
1.14	Utilize Gizmos software program in all science classes	All Students	0 None Specified None Specified Science department will utilize Gizmos software program to engage in Science and Engineering practices to increase literacy through the use of research based strategies to discover concepts through extensive manipulation and experimentation; analyzing data; and providing in-depth activities to explore, discover, and apply concepts.
1.15	Utilize EdPuzzle Online Software	All Students	0 None Specified None Specified Science teachers will continue use of EdPuzzle technology to support listening comprehension in technical subjects and allow students to

			work at their own pace (UDL). Funds will be used from Department funds or Teacher PTSA allocations.
1.16	Spiral essential skills through assignments and project-based learning tasks.	All Students	0 None Specified None Specified Spiral learning in essential and important standards to continually review foundational skills and build deeper learning in complex grade-level skills. Spiraling learning also allows for multiple opportunities for assessment in key skills and more accurate progress monitoring
1.17	Universal Instructional Strategies (All Departments)	All Students	0 None Specified None Specified All departments will provide instructional guidance and skills to students in the following areas: *Explicitly teach informational text structures (e.g. cause and effect, compare/contrast), and use corresponding graphic organizers to scaffold summary writing of written and audio texts. *Regularly practice annotating written texts to deconstruct the central message and supporting evidence. Implement common academic language for writing across all subjects. *Explicitly teach discipline-specific text types (argumentative vs. informative, primary vs. secondary, etc.), and regularly practice determining the type of text under study. *Interdepartmental collaboration on creation, implementation, and evaluation of a school-wide writing program. *Interdepartmental collaboration on critical reading best practices,

			focusing on identifying the central message, determining how information in a text is organized, and the author's purpose for creating the text.
1.18	Continue to implement executive functioning skills to help support literacy for all students.	All Students	0 None Specified None Specified All departments will model and utilize strategies such as the use of graphic organizers, chunking information, summarizing chunked information, and different types of note taking to support students' understanding of a given text. The Leadership Team will work to develop grade level expectations and a schoolwide calendar to implement executive functioning skills for all students.
1.19	Participate in California Principal's Support Network (CAPs) training	All Students	6200 0010 1000-1999: Certificated Personnel Salaries The Dean of Students and five teacher leaders will attend a series of training sessions to develop and deepen their understanding and implementation of professional learning community (PLC) practices while specifically focusing on how to align PLCs with the creation of equitable school systems with interventions/extension systems of support; examine practices that improve school culture, enhance teacher practice, and address the inevitable resistance that comes with deep, systematic changes; and develop evidence-based action plans to address those needs, and bring artifacts/evidence of these actions for accountability. Each cohort will examine practices that improve school culture, enhance teacher practice, and methods of enacting school wide support for student learning. Funds will cover the cost of providing substitutes

			for five teachers for five professional development days. Daily substitute rate is \$203/day (average).
1.20	English teachers will implement CommonLit's assessment platform to track student progress on all ELA reading standards and inform quarterly literacy goals.	All Students	<p>5000 OTRM None Specified CommonLit School Essentials Pro Program's unit and benchmark assessments will inform course-level learning goals as well as pinpoint students in need of skill-based interventions multiple times within each grading period.</p> <p>By using CommonLit's 360 and target lessons as a supplemental curriculum, English department teachers will be able to provide timely and relevant intervention to students in need of extra support accurately and efficiently. Standards-specific data will also allow for effective cross-department collaboration to strengthen literacy skills in all subject areas.</p> <p>Budget covers the cost of CommonLit online license of benchmark and unit assessments as well as all supporting texts and lessons.</p>
1.21	Increase opportunities for special education (SWD) students to access general education English classes.	Students with Disabilities	<p>0 None Specified None Specified LCMS will increase access and inclusion (LRE) by implementing a Co-Teaching model in English (6CP; 7CP, 8CP) and Math (6CP, 7CP, 8CP). Funds will support 8 teachers with 17 hours of professional development and/or collaboration time to be used at the discretion of each co-teaching team (8 teachers X 17 PD hours) Cost of PD hours is listed in Goal #3.</p>
1.22	Implement Lexia Reading Program for special education students.	Students with Disabilities	<p>0 None Specified None Specified Special Education teachers and site administration will continue to implement a</p>

			comprehensive plan (identification of students, assessments, and course offerings) and provide teacher training for the implementation of the Lexia Reading Program. This intervention program will support struggling readers with targeted support (whole group, small group, online support) to increase a student's reading comprehension, academic vocabulary, and writing skills. Cost of program is listed in Goal #3.
1.23	Science teachers will utilize common planning days to refine essential standards/tasks, analyze data from common assessments, create common flex day material, and develop action plans to address student learning.	All Students	3080 0010 1000-1999: Certificated Personnel Salaries Utilize collaboration time to refine essential standards and tasks, develop/refine grade level common assessments, and analyze grade student progress in meeting the goals of CCSS and NGSS standards. Teachers will create/refine and utilize common assessments to gauge the progress of student literacy and science specific skills, design intervention opportunities, address learning loss, and inform instruction. Grade levels will be assessed on the same skills to provide teachers with congruous data. Funds will cover the following: 2 Release Days for three 6th grade teachers and 1 Release Day and 6 PD hours for three 7th/8th teachers. (Substitute Rate: 200/daily rate; PD Rate: 30/hr)
1.24	Add Diverse Core Literature	All Students	0 None Specified None Specified ELA teachers in each grade span will teach at least one diverse core literature selection from the CVUSD approved list.
1.25	Training and implementation of Universal Design for Learning strategies for all teachers.	All Students	0 None Specified None Specified All teachers will continue to receive training in the UDL framework in order to implement best practices that

			<p>meet the needs of all learners while integrating UDL with SEL and DEI frameworks. For the 2024/25 school year, LCMS will continue to implement the two UDL engagement standards from 2022/23: (1) Optimize relevance, value, and authenticity and (2) Foster collaboration and community while targeting an new UDL focus: (3) Promoting expectations and beliefs that optimize motivation and 2023/24 UDL targets:</p> <p>For the 2024/25, staff will focus on UDL strategies with a specific focus on the barriers and instructional strategies to best support our EL students while helping narrow the achievement that is present in grade level, common assessment, and CAASPP assessment data.</p> <p>Each department will also do a comprehensive review of student learning and determine barriers that will exist for the 2024/25 school year. After determining barriers, team members will develop an Action Plan to address each barrier. Departments will review action plan every month and make adjustments as needed to support student learning and overcome barriers.</p>
<p>1.26</p>	<p>Increase CAASPP Proficiency scores (literacy skills) for Students with Disabilities (SWD)</p>	<p>Student with Disabilities</p>	<p>0 None Specified None Specified Implement the following instructional practices:</p> <ol style="list-style-type: none"> 1. Provide targeted intervention throughout the year based on students' most recent CAASPP data. (I would imagine we can use flex days/time for this.) 2. Align IEP goals to essential standards/CAASPP skills for the grade level to ensure

			<p>students are working towards useful goals.</p> <p>3. Select key instructional strategies that help build student access and independence. Provide staff with job-embedded PD on those strategies.</p> <p>4. Increase student familiarity with accessibility tools.</p> <p>5. Increase exposure to practice problems with similar format embedded into instruction.</p>
1.27	Increase CAASPP Proficiency scores (literacy skills) for English Learners (EL).	English Learner Students	<p>0</p> <p>None Specified</p> <p>None Specified</p> <p>Implement the following instructional practices:</p> <p>1. Focus on explicit instruction on academic and content vocabulary.</p> <p>2. Incorporate diverse and culturally relevant materials that reflect the backgrounds and experiences of ELL students.</p> <p>3. Provide guided practice and gradual release of responsibility to build independence.</p> <p>5. Focus on critical thinking skills to enhance ELLs' ability to analyze and evaluate challenging tasks.</p>
1.28	Teachers pay Teachers Software	All Students	<p>0</p> <p>None Specified</p> <p>None Specified</p> <p>Teachers Pay Teachers (TpT) is the go-to platform created by teachers, for teachers to access the community, content, and tools they need to teach at their best. TpT provides a marketplace for teachers to exchange instructional materials and access easy-to-use digital tools. TpT provides access to a variety of lessons in all</p>

			academic areas including: Units of Study, Assessments, Project Based Learning, Special Education, Social Emotional Learning, and Digital Learning using a variety of digital platforms (Canvas, Google, Easel, Video). TpT provides a multitude of resources to help all students access curriculum and provide the necessary support to ensure success. Cost will cover 125 resources licenses for 24/25 school year. Budget is listed in Goal #2
1.29			

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.

Goal #1 has been modified for the 2024/25 school year.

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 and Description of School Goal

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

Improve Student Achievement in Mathematics

By June of 2025, students will be able to make sense of mathematical problems, by reasoning both abstractly and quantitatively, and demonstrate appropriate usage of mathematical models and tools as evident by an 80% or higher class average on common unit assessments, each grade level will improve their average score by 4% after each quarterly benchmark assessment, and 3% growth in Math CAASPP proficiency metrics.

Subgoals:

1.1: Students will analyze and deconstruct given information in order to plan a pathway to a solution by investigating repeated patterns and looking for and making use of structure.

1.2 Students will be able to interpret if their solutions make mathematical and contextual sense, and be able to articulate their reasoning to others.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

- Goal 1: Implement targeted actions and services that support conditions for optimal learning, equitable access, and positive student outcomes. (Student focused)
- Goal 2: Recruit, develop, and retain highly qualified, diverse, and effective staff. (Internal focused)

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.

Overall performance levels in Mathematics from the 2023/24 school year shows that 56.66% of all grade levels met or exceeded the CAASPP standards ranking LCMS at the top as compared to the other comprehensive middle schools. A review of current CAASPP data and the longitudinal data below illustrates that learning loss is evident as LCMS students did not achieve at the levels of past students, however, the learning loss gap was significantly less than other schools showing the strength of our math department and the strategies they are implementing to support student learning.

An analysis of longitudinal data over the three CAASPP cycles show significant gains in overall proficiency in all cohorts:

*Three Year Longitudinal Study (2021/22 - 2023/24): 8th grade student cohort declined overall achievement by -2.1% from 60% to 57.9%.

*Two Year Longitudinal Study (2022/23 - 2023/24): 7th Grade student cohort declined overall achievement by -4% (56.77% to 52.7%)

Over the course of the school year, the LCMS leadership and teachers will continue to analyze all data including the disaggregated data in order to further evaluate the progress of our sub-groups including English learners, socio-economically disadvantaged, and special education students in order to develop a plan to narrow the clear achievement gap. Early analysis shows that all students are meeting or exceeding standards at 56.66% while SPED (7%), English Language Learners (6%), and Low Income Students (30%) were significantly lower. More resources, professional development, and training are needed to narrow the achievement gap.

At this time, an analysis of math claim data is not possible due to the lack of 23/24 information. Past data show LCMS our strengths lie in Concepts & Procedures (35.59% Above Standard) and Problem Solving (32.02% Above Standard) with a weakness in Communicating Reasoning (27.64% Above Standard). Once comparison data is provided, a more detailed examination will occur to see document patterns of strength and weaknesses so an action plan can be developed.

The LCMS math department has made major strides to change the way math is taught which have positively impacted our CAASPP scores over the last three years. Time honored teaching approaches have not been abandoned, but modern strategies have been adopted to increase the engagement using inquiry based learning with an emphasis on critical thinking, collaboration, building thinking classrooms, and the use of spiraling homework/assessments to develop mastery over time. In order to continue our current growth, the math department has rewritten our benchmark assessments with a focus on creating questions that closely mirror the CAASPP which will allow us to accurately assess our students' strengths and weaknesses, target necessary interventions, and monitor a student's progress over the course of an entire school year. With an increase in data due to our common assessments, our teachers will be able work together to identify targeted strategies that work while planning for how to proceed. For the 2024/25 school year, the math department will continue employ the Peer Teach Program and Building Thinking Classrooms (Year 2) as a key intervention for all students with a focus on preassessment, mentor teach program, and a post assessment to measure success or decline.

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
<p>1. 2023/24 CAASPP Math Proficiency Data</p> <p>2. 2024/25 District Math Quarterly Assessments (Q1, S1, Q3)</p> <p>3. 2024/25 Common Unit Assessments (LCMS)</p> <p>4. 2024/25 Peer Teach Program Metrics</p> <p>5. 2023/24 CAASPP Math Strand Data</p>	<p>1. 56% of all students met or exceeded the Math Proficiency Standard</p> <p>2. All students will meet the following metrics for each quarterly assessment:</p> <p>*Quarter 1: 25% correct *Semester 1: 50% correct *Quarter 3: 75% correct *Semester 2: 100% correct</p> <p>3. Unit Assessment Averages per grade level: 6th: 75% (CP); 80% (Accel) 7th: 75% (CP); 80% (Accel) 8th: 75% (CP); 80% (Honors)</p> <p>4. Peer Teach Program task assessments (by classroom and subject)</p> <p>5. Percentage of students met or exceeded the ELA/Literacy Strand: *Stand: % proficient (Exceed/Met) *Stand: % proficient (Exceed/Met) *Stand: % proficient (Exceed/Met)</p>	<p>1. Current 2024/25 students will raise CAASPP Math achievement scores from 56% to 60%. (4% growth)</p> <p>2. Each student (2024/25 students) will improve by 25% or more from each assessment in order to meet the baseball metric (25/50/75/100).</p> <p>3. Each grade level (2024/25 students) will aim for a target score of 75% (CP classes) and 80% (Honors classes) for every common assessment including the End of Course Summative Assessment.</p> <p>4. 2024/25 students in each grade level will make one proficiency level growth on every grade level math content task.</p> <p>5. Current 2024/25 students will raise CAASPP ELA strand proficiency scores by 5%</p>

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Opportunities will be provided to teachers and administration to attend PD seminars and conferences focusing on innovative mathematics teaching strategies.	All Students	450 4EEF 5000-5999: Services And Other Operating Expenditures Math department will be provided with opportunities to attend conferences, seminars, and county/district training to enhance their individual instructional strategies and techniques to improve student's mathematical problem solving while improving literacy skills to support the communication of

			reasoning. Funds will cover the cost of registration.
2.2	Math teachers will utilize common planning days and/or professional development collaboration hours throughout the year to enhance teaching practices, develop curriculum, analyze formative/summative assessment data, and improve student outcomes.	All Students	4000 OTRM 1000-1999: Certificated Personnel Salaries Teachers will utilize professional development hours to create and analyze student progress in meeting the goals of CCSS based on common assessments. This analysis will include creating quarterly assessments, grading of benchmark exams with a department wide rubric to ensure comprehension levels are consistent for all students regardless of teacher. Teachers will use grading days/professional hours to assess student results in order to develop an action plan for future instruction and interventions. Funds will cover costs for 2 release days for 7 Teachers (183.83/day for substitute).
2.3	Provide high quality instruction and targeted intervention to support students meeting the math standards.	All Students	0 None Specified None Specified Math teachers will provide high quality, differentiated instruction (Tier 1), focusing on meeting the math standards for all students, closely monitoring student progress, and providing targeted interventions.
2.4	Implement Peer Teach Program in all Math classes	All Students	6630 OTRM 5000-5999: Services And Other Operating Expenditures Use of Stanford based Peer Teach program that allows students to act as trained coaches for one another and provide timely intervention on flex days. Coaches are being provided with enrichment in the form of reteaching a concept to a player, and players get intervention they need specific to a skill they took a pretest on. Post tests given immediately after player/coach intervention period to provide data on the efficacy of the enrichment and where gaps still exist to inform future instruction. Funds cover

			the cost of the program and training. 4570 0085 5000-5999: Services And Other Operating Expenditures
2.5	Use of spiraled assignments and assessments.	All Students	0 None Specified None Specified Math teachers will continue to use the 60% new and 40% review as a guide to spiraling homework and assessments with the goal of showing mastery over time. Students will retain content as they are exposed to it throughout the whole year as opposed to a single chapter or unit of study.
2.6	Use of Team assessments	All Students	0 None Specified None Specified Students will take team quizzes. Quizzes provide rich and challenging problems that require collaboration, communication, and critical thinking to solve. Students will develop their reasoning, procedural skills, and fluency in team quizzes, while also having the opportunity to communicate in writing and verbally.
2.7	Use of mathematics technology platforms (DESMOS, Delta Math, CPM)	All Students	1281 OTRM 5000-5999: Services And Other Operating Expenditures Students will be exposed to digital programs such as Delta Math, DESMOS, Prodigy, Classroom Screen, and CPM. These programs will allow students to complete assignments that give immediate feedback and provide support videos when students are stuck. These programs also allow for collaboration from a distance, critical thinking, and more opportunities for teachers to see student work and provide rich feedback. Funds cover the cost of site licenses.
2.8	Implement IXL Math Software Program	6th Grade Students	0 None Specified None Specified

			IXL Math promotes rigor by introducing conceptual understanding, building to procedural fluency, and challenging students to tackle problems with real-world applications. Math skills are measured by a pre-assessment and the program develops math lessons that match the student's level in order to raise proficiency and conceptual understanding. 6th grade Math teachers will use software based on the needs of their students to support learning loss and current content standards
2.9	Increase opportunities for special education (SWD) students to access general education math classes.	Students with Disabilities	0 None Specified None Specified LCMS will increase access and inclusion (LRE) by implementing a Co-Teaching model in Math 6CP, 7CP, and 8CP. Funds will support 8 teachers with 17 hours of professional development and/or collaboration time to be used at the discretion of each co-teaching team (8 teachers X 17 PD hours). Cost of PD hours is located in Goal #3.
2.10	Implement Math Instructional Strategies to support goal	All Students	0 None Specified None Specified Math Teachers will utilize the follow instructional strategies: *Spiraling content via assessments, warm ups and homework assignments consistently and intentionally throughout the year to support retention and connections *Instruction includes multiple representations of problem solving so that students have a variety of entry points and choice in the problem solving process to show understanding of appropriate mathematical tools *Discovery based learning so that students take ownership of content and have a more thorough understanding of mathematical concepts

		<p>*Daily slides to maximize instructional time and provide ongoing additional resources and reinforcement for students at home/struggling students</p> <p>*Provide students with a variety of instructional tools to support learning and allow them varied opportunities to demonstrate their learning, i.e. Desmos, Delta Math, using a calculator, pencil and paper, manipulatives (Algebra tiles)</p> <p>*Optimize relevance, value, and authenticity of math content in order to personalize and contextualize learners' lives while making math socially relevant.</p> <p>*Implement the use of vocabulary charts before each unit that students access for each lesson and assessment to help with mathematical academic vocabulary</p> <p>*Strategy talks before tests. Students are given four minutes with no pencils to discuss strategies for their math test with their tablemates. This reduces math test anxiety and builds confidence as students take assessments. Also continues to put the emphasis on strategies, collaboration and thinking, as opposed to just the correct answer.</p> <p>*Intentional use of flex days to support all students. Choice boards for students who need enrichment or intervention so that all students are accessing what they need in order to meet the essential standards and be successful in the course.</p> <p>* Use of vertical whiteboards and the Building Thinking Classroom model, based on the research and work of Peter Liljedahl, so that students are standing and discussing their thinking with one another on a regular basis. This allows for timely checks for</p>
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			understanding, an increase in classroom community, and higher levels of engagement overall.
2.12	Training and implementation of Universal Design for Learning strategies for all teachers.	All Students	<p>0 None Specified None Specified</p> <p>All teachers will continue to receive training in the UDL framework in order to implement best practices that meet the needs of all learners while integrating UDL with SEL and DEI frameworks. For the 2024/25 school year, LCMS will continue to implement the two UDL engagement standards from 2022/23: (1) Optimize relevance, value, and authenticity and (2) Foster collaboration and community while targeting an new UDL focus: (3) Promoting expectations and beliefs that optimize motivation and 2023/24 UDL targets:</p> <p>For the 2024/25, staff will focus on UDL strategies with a specific focus on the barriers and instructional strategies to best support our EL students while helping narrow the achievement that is present in grade level, common assessment, and CAASPP assessment data.</p> <p>Each department will also do a comprehensive review of student learning and determine barriers that will exist for the 2024/25 school year. After determining barriers, team members will develop an Action Plan to address each barrier. Departments will review action plan every month and make adjustments as needed to support student learning and overcome barriers.</p>

2.13	Utilize Gizmos software program in all science classes.	All Students	<p>0</p> <p>None Specified</p> <p>None Specified</p> <p>Science department will utilize Gizmos software program to engage in Science and Engineering practices to increase math literacy through the use of research based strategies to discover concepts through extensive manipulation and experimentation, analyze data, and provide in-depth activities to explore, discover, and apply concepts.</p>
2.14	Address low CAASPP Scores for Students with Disabilities	Students with Disabilities	<p>0</p> <p>None Specified</p> <p>None Specified</p> <p>Teachers will utilize the following instructional strategies:</p> <ol style="list-style-type: none"> 1. Provide targeted intervention on flex days throughout the year based on students' most recent CAASPP data. 2. Align IEP goals to essential standards/CAASPP skills for the grade level to ensure students are working towards useful goals. 3. Select key instructional strategies that help build student access and independence. Provide staff with job-embedded PD on those strategies. 4. Increase student familiarity with accessibility tools. 5. Increase exposure to practice problems with similar format embedded into instruction. 6. Implement a spiral review to give students continued exposure to past material. 7. Break down barriers that students may have about their success in math. 8. Utilize Peer Mentor Program to provide opportunities for students to

			<p>learn from other students and/or coach other students on a variety of math concepts.</p> <p>9. Utilize Building Thinking Classroom Program/Strategies to build confidence in math learning through daily collaborative math problem solving with peers.</p>
2.15	Address low CAASPP Scores for English Learner Students (EL)	English Learner Students (EL)	<p>0</p> <p>None Specified</p> <p>None Specified</p> <p>Teachers will utilize the following instructional strategies:</p> <ol style="list-style-type: none"> 1. Focus on explicit instruction on academic and content vocabulary. 2. Incorporate diverse and culturally relevant materials that reflect the backgrounds and experiences of ELL students. 3. Provide guided practice and gradual release of responsibility to build independence. 4. Focus on critical thinking skills to enhance ELLs' ability to analyze and evaluate challenging tasks. 5. Break down barriers that students may have about their success in math. 6. Utilize Peer Mentor Program to provide opportunities for students to learn from other students and/or coach other students on a variety of math concepts. 7. Utilize Building Thinking Classroom Program/Strategies to build confidence in math learning through daily collaborative math problem solving with peers.
2.16	Address low CAASPP Scores for Hispanic Students	Hispanic Students	0

			<p>None Specified None Specified Teachers will utilize the following instructional strategies:</p> <ol style="list-style-type: none"> 1. Foster strong, supportive relationships between teachers and students. 2. Use positive reinforcement to encourage effort and persistence in math learning. 3. Break down barriers that students may have about their success in math. 4. Utilize Peer Mentor Program to provide opportunities for students to learn from other students and/or coach other students on a variety of math concepts. 5. Utilize Building Thinking Classroom Program/Strategies to build confidence in math learning through daily collaborative math problem solving with peers.
2.17	Opportunities will be provided to science teachers to collaborate on new STEM Scope Curriculum.	All Students	<p>840 0010 1000-1999: Certificated Personnel Salaries Science department will be provided with opportunities to work together to plan and implement the new STEM Scope curriculum while aligning it with our current practices and NGSS standards. Funds will go to support Professional Development hours of all science teachers (4 hours for 7 Teachers at 30 hr/rate)</p>
2.18	Teachers pay Teachers Software	All Students	<p>2750 Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) 5800: Professional/Consulting Services And Operating Expenditures Teachers Pay Teachers (TpT) is the go-to platform created</p>

		<p>by teachers, for teachers to access the community, content, and tools they need to teach at their best. TpT provides a marketplace for teachers to exchange instructional materials and access easy-to-use digital tools. TpT provides access to a variety of lessons in all academic areas including: Units of Study, Assessments, Project Based Learning, Special Education, Social Emotional Learning, and Digital Learning using a variety of digital platforms (Canvas, Google, Easel, Video). TpT provides a multitude of resources to help all students access curriculum and provide the necessary support to ensure success. Cost will cover 125 resources licenses for 24/25 school year.</p>
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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.

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

LCMS Math Department initiated and implement the following instructional programs to improve student learning in Math: Building Thinking Classrooms, Peer Teach Mentor Program, and a new Flex/Intervention Rti Program.

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

The LCMS Math Department is committed to the continued growth of our student's math literacy and reasoning skills. All teachers will continue to implement the Building Thinking Classrooms (Year 2) and Peer Teach (Year 2) Programs in order to increase collaboration, engagement, and critical thinking. In addition, math teachers will carefully examine our first year implementation of our Flex/Intervention Program

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

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

Narrowing the Achievement Gap

By June 2025, students designated as Special Education, English Language Learners, as well as low Socio-Economic Status will make 6% growth in ELA and Math CAASPP proficiency metrics and departmental common assessments.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

- Goal 1: Implement targeted actions and services that support conditions for optimal learning, equitable access, and positive student outcomes. (Student focused)
- Goal 2: Recruit, develop, and retain highly qualified, diverse, and effective staff. (Internal focused)
- Goal 3: Provide two-way communication and targeted outreach that engages and informs the community of programs, policies, and opportunities, and also builds strong connections among families, community members, and CVUSD schools. (Community focused)

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.

2023/24 CAASPP ELA and Math data clearly delineates a large achievement gap between all students and identified subgroups including students with disabilities, English learners, and socio economically disadvantaged. 66% of a current LCMS students met or exceeded the ELA/Literacy standards while students with disabilities (13%), English learners (6%), and socio economically disadvantaged (45.6%) were significantly lower creating an achievement gap of 53% for SWD, 60% for English learners, and 20.4% for socio economically disadvantaged students. 56% of all current students met or exceeded the math proficiency standards while students with disabilities (7%), English learners (6%), and socio economically disadvantaged (30%) were significantly lower creating an achievement gap of 49% for SWD, 50% of English learners, and 26% of socio economically disadvantaged students.

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

<p>1. 2023/24 CAASPP ELA Proficiency Data (By Subgroup)</p> <p>2. 2023/24 CAASPP Math Proficiency Data (By Subgroup)</p> <p>3. 2024/25 Lexia Pre-Assessment Data</p> <p>4. CommonLit Proficiency Metrics (2023/24)</p> <p>5. ELD ELPAC Metrics (2023/24)</p> <p>6. Scholastic Reading Inventory (24/25)</p> <p>7. Math Common Assessments (24/25)</p>	<p>1. 66% of all students met or exceeded the ELA/Literacy Standard over the course of three years of testing.</p> <p>*Students with Disability (SWD): 13% met or exceeded</p> <p>*EL Students: 6% met or exceeded</p> <p>*Socio Economic Disadvantaged (SED): 45.6% met or exceeded</p> <p>2. 56% of all students met or exceeded the Math Proficiency Standard over the course of three years of testing.</p> <p>*Students with Disability (SWD): 7% met or exceeded</p> <p>*EL Students: 6% met or exceeded</p> <p>*Socio Economic Disadvantaged (SED): 30% met or exceeded</p> <p>3. Lexia Data by Grade Level (Average):</p> <p>*6th: (----) 572</p> <p>*7th: (----) 523</p> <p>*8th: (----) 591</p> <p>4. Grade Level Reading Comprehension Pre-Test Averages (8/2024) that will measure the following:</p> <p>Overall Score:</p> <p>*6th: ---%</p> <p>*SWD: --%</p> <p>*EL: --%</p> <p>*7th: ---%</p> <p>*SWD: --%</p> <p>*EL: --%</p> <p>*8th: ---%</p> <p>*SWD: --%</p> <p>*EL: --%</p> <p>5. ELD ELCAP measures a student's English language proficiency skills in the areas of: listening, speaking, reading, and writing. Level scores are different for each grade level. Average scores listed below are from the ELPAC given in March, 2024.</p> <p>*6th: (-----) 1465 (Level 1)</p>	<p>1. Subgroups will increase the number of proficient students by 6% in ELA/Literacy Standards :</p> <p>*SWD will increase from 13% to 19%</p> <p>*EL students will increase from 6% to 12%</p> <p>*SED students will increase from 46.6% to 51.6%</p> <p>2. Subgroups will increase the number of proficient students by 6% in Math Standards :</p> <p>*SWD will increase from 7% to 13%</p> <p>*EL students will increase from 6% to 12%</p> <p>*SED students will increase from 30% to 36%</p> <p>3. Current 2024/25 students will improve their lexile level by 5-10%.</p> <p>4. Current 2024/25 subgroups will raise each CommonLit Target Area percentage/level by 6% by the final assessment/benchmark.</p> <p>5. Current 2024/25 students will raise their overall ELPAC score by 40 points.</p> <p>6. Current 2024/25 students will raise their overall SRI score by 25 points..</p> <p>7. Current 2024/25 subgroups will reduce the achievement gap, which will be measured by comparing the average class score to the average score of each subgroup on each common assessment.</p>
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*7th: (----) 1404 (Level 1)

*8th: (----) 1523 (Level 2)

6. Scholastic Reading Inventory Data
by Grade Level (Average):

*6th: ()

*EL

*SWD

*SED

*7th: ()

*EL

*SWD

*SED

*8th: ()

*EL

*SWD

*SED

7. Math Common Assessment
Averages:

*Math 6CP (Class Average):

*EL

*SWD

*SED

*Hispanic:

*Math 6A (Class Average):

*EL

*SWD

*SED

*Hispanic:

*Math 7CP (Class Average):

*EL

*SWD

*SED

*Hispanic:

*Math 7A (Class Average):

*EL

*SWD

*SED

*Hispanic:

*Math 8CP (Class Average):

*EL

*SWD

*SED

*Hispanic:

*Algebra 1 CP/H (Class Average):

*EL

*SWD

*SED

*Hispanic:

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.1	A teacher will be assigned to be the EL Coordinator for the school site.	English Learner Students (EL)	0 None Specified None Specified The EL Coordinator will monitor the progress of our EL students on a bi-weekly basis. Additionally, the Coordinator will: direct and guide the EL team in strategies, communication, and track the progress our EL students are making towards meeting our goal; provide data and information to teachers at staff meetings regarding learning and teaching strategies that will assist our EL, SWD, and SED students.
3.2	The EL Coordinator and site leadership will purchase new technology and materials to assist our EL and low SED students.	English Learner Students (EL)	250 OTRM 5800: Professional/Consulting Services And Operating Expenditures EL coordinator will work with Administration to investigate and purchase programs and technology to assist in building EL and low SED student vocabulary and comprehension of the material being presented so students are able to grasp the concepts being taught. Funds will support any needed technology incidentals including printer ink.
3.3	Teachers and administrators will be provided opportunities to attend PD seminars and conferences focusing on EL teaching strategies and standards.	English Learner Students (EL); All Students	0 Other 1000-1999: Certificated Personnel Salaries Implement EL strategies and resources to support students in general education classes. Funds will cover registration and/or professional development hours for any teacher who attends District or Outside training.

3.4	Special Education department members will monitor the progress of SWD students in general education and Specialized Academic Instruction (SAI) classes.	Students with Disabilities	0 None Specified None Specified SWD case managers will monitor student progress in all academic areas including SWD and general education classes. SWD case managers will work with teachers to ensure that any available resources are being used to support the students
3.5	Special Education teachers will utilize several common grading/planning/monitoring days during the school year to collect and evaluate student data, collaborate, and plan to ensure student success.	Students with Disabilities	2200 OTRM 1000-1999: Certificated Personnel Salaries Teachers will work individually or collectively to collect and analyze data, develop student goals, and develop instructional strategies to ensure all student goals are met while supporting the general education teachers. Funds will support 2 release days for all five special education teachers. (203/day)
3.6	Special Education teachers will provide a series of professional development training at staff meetings to support and promote student achievement.	Students with Disabilities; All Students	300 OTRM 1000-1999: Certificated Personnel Salaries Special Education teachers will provide monthly professional development training to teachers during staff meetings increasing the understanding of inclusion, utilizing instructional techniques and strategies to target improvement for all students, and providing resources and support to help students develop the skills necessary to access all content areas. Funds cover professional 10 development hours to prep and provide staff professional development.
3.7	Special Education teachers will monitor their caseload students and provide targeted intervention and support to the students.	Students with Disabilities	0 None Specified None Specified Teachers will work with their caseload students during Flex/Intervention Days to target necessary skills for improvement in order to help students achieve in general education and special education classes.

3.8	Increase opportunities for special education (SWD) students to access general education classes.	Students with Disabilities; All Students	4080 0010 1000-1999: Certificated Personnel Salaries LCMS will increase access and inclusion (LRE) by implementing a Co-Teaching model in English (6CP; 7CP, 8CP) and Math (6CP, 7CP, 8CP). Funds will support 8 teachers with 17 hours of professional development and/or collaboration time to be used at the discretion of each co-teaching team (8 teachers X 17 PD hours)
3.9	Implementation of Special Education Directed Studies Classes for 7th/8th grade levels.	Students with Disabilities	465 OTRM None Specified Teachers utilize strategies to help strengthen executive functioning skills, as well as other interventions to help promote academic success. Funds will supported needed supplies and materials for students as well as PD hours for teachers if needed.
3.10	Implement Literacy Intervention Program for special education students.	All Students	1672 OTRM 5000-5999: Services And Other Operating Expenditures Special Education teachers and site administration will continue to implement a comprehensive plan (identification of students, assessments, and course offerings) and provide teacher training for the implementation of the intervention program will support struggling readers with targeted support (whole group, small group, online support) to increase a student's reading comprehension, academic vocabulary, and writing skills. Funds are for ancillary materials and resources needed for the program. Funds will cover 38 Lexia Powerup licenses (44/license) plus 300 in additional funds for other needed materials/resources.
3.11	Implement 21st Century Reading Program (EL Students)	English Learner Students (EL)	0 None Specified

			<p>None Specified</p> <p>21st Century Reading provides the ideal forum for learners of English to make connections with topics ranging from science to business to global issues. Using TED Talks as the springboard to share ideas, this new four-level reading series shows learners how to understand and respond to ideas and content in English. Program provides the following: Featuring extraordinary stories presented by inspiring thinkers and doers, TED Talks ignite curiosity and introduce learners to ideas which can change the world, TED Talks use authentic language, delivered by experts in their field, providing learners with models of English that are real and relevant to their academic studies, Critical and Creative Thinking skills – including analysis, evaluation, synthesis, reflection, inference, and problem-solving – are fully integrated into every unit, to help learners develop academic skills, and Scaffolded reading and vocabulary tasks guide learners to a better understanding of the key ideas, skills, and language.</p>
3.12	ELD Team Meetings during 2024/25 school year	English Learner Students (EL); All Students	<p>1000 OTRM</p> <p>1000-1999: Certificated Personnel Salaries</p> <p>ELD teachers and an administrator will meet individually with academic teachers to review EL student strengths, areas of growth and strategies that can be used to help aid student success. There will be 3 meetings throughout the school year (Quarter 1, Semester 1, Quarter 3) and meetings will take place over the course of two days. (Cost of EL Teachers substitute Days)</p>
3.13	Increase opportunities for engagement in curriculum across math and science with hands-on materials.	All Students	<p>0</p> <p>Other</p> <p>None Specified</p>

			Teachers will develop lessons that incorporate hands-on learning experiences with materials and manipulatives that engage student learning across all learning needs for students with disabilities. Money will be used to purchase supplemental materials in Science and Math in order to help teachers meet the needs of their diverse learners.
3.14	Math Support program to support at risk students after school every Thursday.	All Students	1000 0010 4000-4999: Books And Supplies Westlake High School mentors will work with all grade levels to promote understanding of math concepts and develop mathematical skills. Cost will cover after school supervisor by a math teacher one time a week (study hall rate)
3.15	Science support for Special Education teachers	All Students; Students with Disabilities	180 OTRM 1000-1999: Certificated Personnel Salaries Science department chair will work with special education teachers to clarify/strengthen scientific understanding of academic concepts to be taught in the special education science classes, and facilitate use of the newly adopted science curriculum. 2 hours of Professional Development will be provided to two special education teachers and the department chair (6 total hours of PD/30 hr)
3.16	Training and implementation of Universal Design for Learning strategies for all teachers	All Students	0 None Specified None Specified All teachers will continue to receive training in the UDL framework in order to implement best practices that meet the needs of all learners while integrating UDL with SEL and DEI frameworks. For the 2023/24 school year, LCMS will continue to focus on the 22/23 UDL engagement standards: (1) Optimize relevance, value, and authenticity and (2) Foster collaboration and community

			<p>while adding (3) Promoting expectations and beliefs to optimize motivation. Each department will also do a comprehensive review of student learning and determine barriers that will exist for the 2023/24 school year. After determining barriers, team members will develop an Action Plan to address each barrier. Departments will review action plan every month and make adjustments as needed to support student learning and overcome barriers.</p> <p>Throughout the 2023/24 school year, the school will work to create a UDL walkthrough system that provides teachers opportunities to visit classrooms from all content areas and collaborate on best practices.</p>
3.17	Convene ELAC Meetings to support our English Learner (EL) families.	English Learner (EL) Families	<p>500 OTRM 5000-5999: Services And Other Operating Expenditures Five virtual ELAC meetings will be held throughout the school year to provide parent education (i.e. use of Q, school website, tools to help support students), highlight student success, provide opportunities for students to present, and increase the opportunities for communication. Each meeting has a specific focus along with an academic department presentation.</p>
3.18	Implement Peer Teach Program in Math Classes	All Students	<p>0 None Specified None Specified Use of Stanford based Peer Teach program that allows students to act as trained coaches for one another and provide timely intervention on flex days. Coaches are being provided with enrichment in the form of reteaching a concept to a player, and</p>

			<p>players get intervention they need specific to a skill they took a pretest on. Post tests given immediately after player/coach intervention period to provide data on the efficacy of the enrichment and where gaps still exist to inform future instruction. Cost of program is listed in Goal #2</p>
3.19	Implement Guided Studies Program/Classes for 6-8th Students	Select Students	<p>250 0010 4000-4999: Books And Supplies Counselors identify students who need additional support by a teacher during their school day in a guided studies class. These students will be provided with the tools, strategies, and support from a teacher to improve academic skills ,work completion, and executive functioning.</p>
3.20	Provide Designated and Integrated Instruction to support English Learner (EL) students	English Learners (EL) Students	<p>0 None Specified None Specified Los Cerritos Middle School will implement both designated and integrated EL instruction to support students. Designated EL instruction will be utilized for all students who are at the emerging, expanding, or bridging proficiency level using iLit and Rosetta Stone in addition to other research based instructional practices and strategies. Integrated ELD strategies will be taught throughout the campus to ensure EL students have the opportunity to access the curriculum through intensive instruction in language, vocabulary, reading comprehension, and writing.</p>
3.21	Initiate English Language Development (ELD) Task Force	English Learner (EL) Students	<p>750 0TRM 1000-1999: Certificated Personnel Salaries Five teachers, bilingual facilitator, a counselor, and an administrator will meet 3-4 times to discuss best practices in supporting EL learners. These strategies will be presented at staff meetings</p>

			and/or PD opportunities. Funds will cover 10 PD hours for teachers and hourly rate for classified staff.
3.22	Implement school wide English Language instructional strategies	All Students	<p>0</p> <p>None Specified</p> <p>None Specified</p> <p>The following instructional strategies will be incorporated by classroom teachers:</p> <p>*Teachers will post and read literacy and content objectives. (Teachers will consider the literacy requirements for each lesson and determine how they will support their students to access the content and successfully participate in each activity.)</p> <p>*Teachers will engage and build background knowledge before each lesson. (Find out what they know, Provide background knowledge and experience that is missing, Pre-teach content and academic vocabulary.)</p> <p>*All teachers will teach students how to read informational texts. (*Explain the text structure being used, I do, we do, you do practices to teach reading the structures, Provide supports: ie appropriate graphic organizers to guide students through readings and help them organize the information they read</p> <p>*All teachers will teach students how to write informational texts. (*Teachers will use the same vocabulary across the content areas. (CER), I do, we do, you do practices to teach informational writing; Scaffolding: Students will be given rubrics or graphic organizers to help them create these texts; Peer editing and Team writing should be considered.)</p> <p>*Teachers will teach using multiple modalities. (Present</p>

			each piece of information in multiple ways: text, speech, movement, and visuals.)
3.23	Implement Rosetta Stone online curriculum in EL 1 Designated Classes	English Learners (EL) Students	600 OTRM 4000-4999: Books And Supplies Rosetta Stone is a comprehensive language learning program: speaking, reading, writing, listening. It is even accessible to learners who have zero English. Rosetta Stone gives the learner the opportunity to move at their own pace inside or outside of school. As the teacher I can view their progress and see where they need extra support. Rosetta Stone provides a low stress situation for them to practice speaking, especially pronunciation, which my new comers are very intimidated to do outside of my classroom. (5 Licenses to start at 120/license)
3.24	Implement ELOP Program (6th Grade Students)	Identified 6th Grade Students	0 None Specified None Specified The Expanded Learning Opportunities Program (ELO-P) provides funding for afterschool and summer school enrichment programs for sixth grade. “Expanded learning” means before school, after school, summer, or intersession learning programs that focus on developing the academic, social, emotional, and physical needs and interests of pupils through hands-on, engaging learning experiences. It is the intent of the Legislature that expanded learning programs are pupil-centered, results driven, include community partners, and complement, but do not replicate, learning activities in the regular school day and school year.
3.25	Design and Equitable First Instruction	All Students	0 None Specified None Specified

			Design instructional strategies and routines that focus on equitable outcomes for all students utilizing Universal Design for Learning (UDL), Diversity, Equity, and Inclusion (D.E.I.), and Social Emotional Learning (S.E.L.). Administration will provide a series of professional development training throughout the year to continue to build our teachers' understanding of U.D.L, D.E.I., and S.E.L. and the positive impact it can have when applied to First Instruction. Departments will take these concepts in mind when creating common lessons/activities as well as lesson design by teachers on a daily basis.
3.26	Individualized Education Program (IEP) Snapshots	Students with Disabilities	0 None Specified None Specified Special Education case managers will create a "snapshot" document for general education teachers that includes all pertinent information for each student with an IEP. The student snapshot will include classroom accommodations, data collection for goals, impact of disability, and useful background knowledge. The document will then be distributed to each teacher to ensure immediate classroom implementation and inclusion. Funds will provide each Special Education teacher with 5-6 hours of Professional Development hours to review all caseload IEPs and to develop comprehensive guides for general education teachers.
3.27	At Risk Student Check-Ins	All Identified Students	0 None Specified None Specified Teachers will periodically review assessment and grade data to determine students who are not achieving. Teachers will hold individual student conferences with these students in order to determine learning barriers

			and provide needed support/interventions.
3.28	Implement New Rti/Flex Intervention Program	All Students	<p>0 None Specified None Specified</p> <p>For the 24/25 school year, Los Cerritos will continue to implement a new Response to Intervention (Rti) initiative. On early release days (Wednesdays), all content areas will provide Tier 2 Interventions (reteaching, review, and/or extension) to students during their regularly scheduled classes. Teachers will plan meaningful and data-informed learning opportunities for students focussed on essential standards using non-traditional instructional models (station rotation, playlist, student-directed learning, student conferences). The minutes set aside for our old Rti model (25 minutes twice a week) will be shifted back to classroom instructional minutes. Departments will use Common Planning Time (CPT) each week to plan a menu of options to be used on our Wednesday Flex/Intervention Days.</p>
3.29	Implement Review 360 to increase opportunities for students with emotional disabilities to access general education classes.	Social Emotional Support Program (SES) Students	<p>1650 OTRM 5000-5999: Services And Other Operating Expenditures</p> <p>LCMS will purchase the Review 360 program to help the Emotional Disability program track behaviors that cause interference in their education and provide support for those students to manage those behaviors to be able to integrate in the general education setting.</p>
3.30	Implement school wide Math instructional strategies	All Students	<p>0 None Specified None Specified</p> <p>Math Teachers will utilize the follow instructional strategies:</p> <p>*Spiraling content via assessments, warm ups and homework assignments consistently and intentionally throughout the year to support retention</p>

		<p>and connections</p> <p>*Instruction includes multiple representations of problem solving so that students have a variety of entry points and choice in the problem solving process to show understanding of appropriate mathematical tools</p> <p>*Discovery based learning so that students take ownership of content and have a more thorough understanding of mathematical concepts</p> <p>*Daily slides to maximize instructional time and provide ongoing additional resources and reinforcement for students at home/struggling students</p> <p>*Provide students with a variety of instructional tools to support learning and allow them varied opportunities to demonstrate their learning, i.e. Desmos, Delta Math, using a calculator, pencil and paper, manipulatives (Algebra tiles)</p> <p>*Optimize relevance, value, and authenticity of math content in order to personalize and contextualize learners' lives while making math socially relevant.</p> <p>*Implement the use of vocabulary charts before each unit that students access for each lesson and assessment to help with mathematical academic vocabulary</p> <p>*Strategy talks before tests. Students are given four minutes with no pencils to discuss strategies for their math test with their tablemates. This reduces math test anxiety and builds confidence as students take</p>
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			<p>assessments. Also continues to put the emphasis on strategies, collaboration and thinking, as opposed to just the correct answer.</p> <p>*Intentional use of flex days to support all students. Choice boards for students who need enrichment or intervention so that all students are accessing what they need in order to meet the essential standards and be successful in the course.</p> <p>*Use of vertical whiteboards and the Building Thinking Classroom model, based on the research and work of Peter Liljedahl, so that students are standing and discussing their thinking with one another on a regular basis. This allows for timely checks for understanding, an increase in classroom community, and higher levels of engagement overall.</p>
<p>3.31</p>	<p>Increase CAASPP English Proficiency scores for Students with Disabilities (SWD)</p>		<p>0 None Specified None Specified Implement the following instructional practices:</p> <ol style="list-style-type: none"> 1. Provide targeted intervention throughout the year based on students' most recent CAASPP data. (I would imagine we can use flex days/time for this.) 2. Align IEP goals to essential standards/CAASPP skills for the grade level to ensure students are working towards useful goals. 3. Select key instructional strategies that help build student access and independence. Provide staff with job-embedded PD on those strategies. 4. Increase student familiarity with accessibility tools.

			5. Increase exposure to practice problems with similar format embedded into instruction.
3.32	Increase CAASPP English Proficiency scores for English Learners (EL).		<p>0 None Specified None Specified Implement the following instructional practices:</p> <ol style="list-style-type: none"> 1. Focus on explicit instruction on academic and content vocabulary. 2. Incorporate diverse and culturally relevant materials that reflect the backgrounds and experiences of ELL students. 3. Provide guided practice and gradual release of responsibility to build independence. 5. Focus on critical thinking skills to enhance ELLs' ability to analyze and evaluate challenging tasks.
3.33	Address low Math CAASPP Scores for Students with Disabilities (SWD)		<p>0 None Specified None Specified Teachers will utilize the following instructional strategies:</p> <ol style="list-style-type: none"> 1. Provide targeted intervention on flex days throughout the year based on students' most recent CAASPP data. 2. Align IEP goals to essential standards/CAASPP skills for the grade level to ensure students are working towards useful goals. 3. Select key instructional strategies that help build student access and independence. Provide staff with job-embedded PD on those strategies. 4. Increase student familiarity with accessibility tools.

		<p>5. Increase exposure to practice problems with similar format embedded into instruction.</p> <p>6. Implement a spiral review to give students continued exposure to past material.</p> <p>7. Break down barriers that students may have about their success in math.</p> <p>8. Utilize Peer Mentor Program to provide opportunities for students to learn from other students and/or coach other students on a variety of math concepts.</p> <p>9. Utilize Building Thinking Classroom Program/Strategies to build confidence in math learning through daily collaborative math problem solving with peers.</p> <p>Teachers will utilize the following instructional strategies:</p> <p>1. Focus on explicit instruction on academic and content vocabulary.</p> <p>2. Incorporate diverse and culturally relevant materials that reflect the backgrounds and experiences of ELL students.</p> <p>3. Provide guided practice and gradual release of responsibility to build independence.</p> <p>4. Focus on critical thinking skills to enhance ELLs' ability to analyze and evaluate challenging tasks.</p> <p>5. Break down barriers that students may have about their success in math.</p> <p>6. Utilize Peer Mentor Program to provide opportunities for students to learn from other students</p>
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			<p>and/or coach other students on a variety of math concepts.</p> <p>7. Utilize Building Thinking Classroom Program/Strategies to build confidence in math learning through daily collaborative math problem solving with peers.</p>
3.34	Address low Math CAASPP Scores for English Language (EL) Students		<p>0 None Specified None Specified Teachers will utilize the following instructional strategies:</p> <ol style="list-style-type: none"> 1. Focus on explicit instruction on academic and content vocabulary. 2. Incorporate diverse and culturally relevant materials that reflect the backgrounds and experiences of ELL students. 3. Provide guided practice and gradual release of responsibility to build independence. 4. Focus on critical thinking skills to enhance ELLs' ability to analyze and evaluate challenging tasks. 5. Break down barriers that students may have about their success in math. 6. Utilize Peer Mentor Program to provide opportunities for students to learn from other students and/or coach other students on a variety of math concepts. 7. Utilize Building Thinking Classroom Program/Strategies to build confidence in math learning through daily collaborative math problem solving with peers.

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.

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 and Description of School Goal

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

School Culture and Safety

By June of 2025, Los Cerritos Middle School will improve school culture by maintaining and expanding an inclusive environment and increasing student connection opportunities while promoting a safe school environment as evident by the multiple metrics/indicators noted below in Annual measurable outcomes.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

- Goal 1: Implement targeted actions and services that support conditions for optimal learning, equitable access, and positive student outcomes. (Student focused)
- Goal 2: Recruit, develop, and retain highly qualified, diverse, and effective staff. (Internal focused)
- Goal 3: Provide two-way communication and targeted outreach that engages and informs the community of programs, policies, and opportunities, and also builds strong connections among families, community members, and CVUSD schools. (Community focused)
- Goal 4: Enhance the social, emotional, physical, and mental well-being for all students through targeted actions and services. (Student and school focused)

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.

While LCMS has seen dramatic growth in student connections (school involvement; clubs), the school must continue to strive to lower suspension rates and punitive actions through the use of a Positive Behavior Management Approach (CHAMPS). Our Least Restricted Environment (LRE) data is at 50% for the 2023/24 school year which is still significantly below the state requirement for all districts and schools. LCMS is committed to increasing the opportunities for our Students with Disabilities to access all curricular areas and classes including the examination of co-taught classes and the elimination of Science and Social Science SAI classes (special education classes). Attendance and survey results show that our school is supporting all students while providing an inclusive environment; however, growth is still needed to ensure all students find success and develop a strong connection with our school.

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

<p>1. Student Club Data</p> <p>2. 2023/24 Suspension Data (Dashboard)</p> <p>3. 2024/25 Least Restrictive Environment (LRE) Data</p> <p>4. 2024/25 Attendance Data (ADA & Chronic Abenteeism)</p> <p>5. 2024/25 5 Star Participation Rate</p> <p>6. Discipline Management Program Data</p> <p>7. 2023/24 LCAP Parent and Student Survey Data</p> <p>8. 2023/24 Suspension Data (Q/Connect)</p>	<p>1. During the 2023/24 school year, LCMS offered 21 student-generated clubs.</p> <p>2. 2024/25 Dashboard Suspension Data showed the following:</p> <p>*-----% of the ----- LCMS students were suspended.</p> <p>Subgroup Suspension Data showed the following:</p> <p>*-----% of EL students were suspended, which was a</p> <ul style="list-style-type: none"> ----% increase from the ---- school year <p>*-----% of Asian students were suspended, which was a ---% increase from the</p> <ul style="list-style-type: none"> ---- school year. <p>*-----% of White students were suspended, which was a ---% change from the</p> <ul style="list-style-type: none"> ---- school year. 	<p>1. To provide an opportunity for any group of students who are interested in forming a club for the 2024/25 school year, to create one.</p> <p>2. For the 2024/25 school year, we expect the following outcomes:</p> <p>*Decrease the overall suspension rate among all students to lower than 2%.</p> <p>*Decrease the suspension rate for all EL, Asian, and White students in order to raise rating to GREEN.</p> <p>3. To increase the percentage of SWD students in 80% or more general education classes from 50% to 55%%.</p> <p>4. To increase overall attendance from -----% to --% and the Chronic Absentee rate from ----% to ---%.</p> <p>5. To increase participation rates by 5% for student participation and attendance at school events.</p> <p>6. Decrease the number of referrals in all areas by 10%.</p> <p>7. To increase or decrease (depends on category) all LCAP parent and student survey areas by 2%.</p> <p>8. Decrease total number of suspensions to 5.</p>
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3. 2023/24 Least Restrictive Environment (LRE) Data showed that 50% of all SWD students were in 80% or more general education classes (March, 2024 Data)

4. The 2023/24 average daily attendance rate was 94.40% while the Chronic Absentee Rate was 15.13%.

5. 2023/24 5 Star metrics showed the following:

*96.6% of all students participated in at least one school activity.

*88.9% of all students participated in two or more activities.

*96.8% of all students attended at least one school event.

*88.7% of all students attended two or more school events.

*3.4% were "not involved" in anything

6. Behavior Manager system reported the following disciplinary information for the 2023/24 school year:

*803: Total number of detentions assigned to all students.

The top referrals were in the following areas:

*No PE Uniforms:	315
*Unauthorized Electronics:	123
*Other:	85
*Disruptive/Distracts Class:	62
*Lack of Respect:	31
*Gum/Food in Class:	23

7. The following LCAP survey data areas will be monitored to help support Goal#4:

*86% of parents stated, "their child seems eager to go to school most days."

	<p>*90% of parents stated, “the staff at my child’s schoolwork to create an inclusive environment.”</p> <p>*83% of parents stated that “my child’s school is an inclusive environment that values all people.”</p> <p>*88% of parents stated that their “child’s school is physically safe.”</p> <p>*92% of parents stated, “my child’s school supports student social-emotional wellbeing.”</p> <p>*46% of students surveyed are “excited to go to school each day.”</p> <p>*34% of students said, “they have experienced bullying.”</p> <p>*79% of students said that “school is an inclusive environment that values all people.”</p> <p>*84% of students said that “staff creates an inclusive environment.”</p> <p>*78% of students said that “they know adults to go for help on campus when they feel upset, sad, or worried.”</p> <p>*90% of students said, “my teachers care about me.”</p> <p>*91% of students said, “my counselor cares about me.”</p> <p>*87% of students believe they “receive adequate academic help and support at school.”</p> <p>8. 2023/24 Suspension data showed the following: 18 students were suspended out of entire enrollment of 717 (2.5%)</p>	
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Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
4.1	Provide enrichment opportunities for to all students including field trips, extension activities, and outside competitions.	All Students	2000 ASB 5000-5999: Services And Other Operating Expenditures Support programs, field trips, extension opportunities, and outside competitions for all student groups including Odyssey of the Mind, Music and Performing Arts, GATE, and Clubs
4.2	Provide opportunities for increased student connection to the LCMS community to enrich the learning environment	All Students	2000 ASB 1000-1999: Certificated Personnel Salaries Increase opportunities for students to get involved in clubs and school based activities to form positive relationships (virtually and in-person). Activities will only be provided if they are within health and safety guidelines of the district and county health office.
4.3	LCMS staff will be provided opportunities to attend PD seminars and conferences focusing on CHAMPS: a proactive and positive approach to classroom management	All Students	1000 0010 1000-1999: Certificated Personnel Salaries Train all staff to implement the systematic approach and management practices of Safe and Civil Schools through the implementation of CHAMPS/STOIC in our classrooms, in our office, and outside areas. Funds will cover training webinars, conferences, and materials needed to implement the program schoolwide. Funds will cover webinar training and materials to provide a comprehensive training on implementing PBIS/CHAMPS/STOIC. Fund will pay teachers to attend online virtual training on and pay each teacher Professional Development hours to attend (30/hr)

4.4	Provide campus supervisors and necessary safety equipment to enforce school rules and procedures while keeping school safe.	All Students	0 None Specified None Specified Campus supervisors help support administration to enforce school rules and policies in order to promote a safe and positive school environment. School will be provided with 17 hours of support per day.
4.5	Utilize Five Start tracking software to track and monitor student involvement.	All Students	750 ASB 5000-5999: Services And Other Operating Expenditures Teachers, club advisors, and administration will use Five Star program to check students into events, clubs, activities, intervention, and active screening for health/safety protocols. Program will provide important tracking data regarding student involvement and connect at LCMS to maximize positive student engagement.
4.6	Provide incentive programs to reward students for positive behavior, academic improvement, and attendance.	Selected Students and/or Qualified Students	3000 ASB 4000-4999: Books And Supplies The implementation of rewards programs such as: Student of the Month, Principal's 200 Club, Principal's Honor Roll, Spectacular 6, Renaissance, and Spirit Rewards (virtually and in-person). Activities will only be provided if they are within health and safety guidelines of the district and county health office.
4.7	Employ Behavior Management Software	All Students	1500 0010 5000-5999: Services And Other Operating Expenditures Behavior Manager is used to support a variety of approaches to improve student behavior including Positive Behavior Interventions and Supports (PBIS), Restorative Discipline, Loss of Privilege, Restitution, and Reflection. The system provides email alerts to

			<p>parents anytime an intervention has been assigned.</p> <p>Weekly/Monthly/Yearly reports are also available to provide administration with update-information about trends and patterns in overall student discipline. Purchase is dependent on the return of in-person instruction and implementation of the detention and Saturday School Program.</p>
4.8	Counselors provide academic and social emotional support to students	All Students	<p>0</p> <p>None Specified</p> <p>None Specified</p> <p>LCMS counselors will implementing services that strive to have an impact on student's academic and social emotional growth. Counselors will provide quarterly social emotional lessons to all students through direct instruction and team teaching aimed at social emotional development. In addition to these lessons, counselors will use a variety of evaluative tools to identify and address the social emotional needs of their students through individual and small group interventions. Using their unique training and skill sets, counselors will work with students to remove academic and social emotional barriers that may inhibit success by advocating and collaborating with school staff and families.</p>
4.9	Provide an Intermediate Clerk Typist to assist all staff and students.	All Students	<p>14166</p> <p>0010</p> <p>2000-2999: Classified Personnel Salaries</p> <p>Maintain clerk typist to assist all staff with instructional materials for students, coordinate the Student of the Month Program, coordinate all messaging on LCMS website and marque, and provide day-to-day support and assistance to parents and students.</p>
4.10	Maintain WEB Program.	6th Grade Students	<p>2000</p> <p>ASB</p> <p>5000-5999: Services And Other Operating Expenditures</p>

			Transition to middle school program that welcomes 6th graders to Los Cerritos. Incoming 6th grade students were given a “swag bag” with a LC shirt, pen, post-it notes, white board, stickers, and other leopard gear during materials pick up to welcome them to middle school. In November, WEB leaders and school staff led tours of the campus for new blended students.
4.11	Incorporate Maintain Character Strong Curriculum	All Students	250 ASB 5000-5999: Services And Other Operating Expenditures Leadership classes use the Character Strong curriculum to create positive habits through social-emotional learning and character education. The lessons help them take what they are learning in leadership class and apply it to the school as a whole.
4.12	Implement Digital Citizenship Lessons	All Students	0 None Specified None Specified Teachers will provide a series of grade level lessons to help students thrive as learners, leaders, and citizens in the digital age. Lessons will focus on the following areas: Media Balance & Well-Being, Privacy & Security, Digital Footprint & Identity, Relationships & Communication, Cyberbullying, and News & Media Literacy.
4.13	Participate in the Positive Behavioral Interventions and Supports (PBIS) Model School Program through the Ventura County Office of Education.	All Students	0 None Specified None Specified Positive behavioral interventions and supports (PBIS) is a way for our school to encourage good behavior. With PBIS, LCMS staff focus on teaching and modeling kids about behavior while acknowledging positive social, emotional, and behavior skills. The focus of PBIS is prevention, not punishment.

4.14	Enact Second Step social emotional curriculum and instruction to all students.	All Students	0 None Specified None Specified Teachers will implement social-emotional learning program and lessons during academic class periods to better equip students to manage their own emotions, form healthy relationships, make good decisions, set goals, recognizing bully and harassment, and cope with everyday social and academic challenges.
4.15	Install and use Lanschool Software in all computer labs and mobile carts.	All Students	0 None Specified None Specified Lanschool software allows teachers to monitor all student devices during a class to keep students on task, communicate effectively with students, and showcase student work.
4.16	Institute Leadership Activities	All Students	2500 ASB 5000-5999: Services And Other Operating Expenditures LC Crew plans activities throughout the year to encourage school connectedness. Activities include lunchtime games, dances, socials, athletics, newcomer's lunch, rallies, and sport-o-rama. LC Crew students use the 5 Star tracking system to identify students who are not connected and try to plan activities they would be interested in. Activities will only be provided if they are within health and safety guidelines of the district and county health office.
4.17	Maintain Inclusive Schools Week.	All Students	100 ASB 5000-5999: Services And Other Operating Expenditures Activities throughout the week will focus on including others: *Hey Day (nametags purchase) *Morning announcements with inclusivity focus

			<p>*Social media posts on inclusivity</p> <p>*Leadership students sent personalized emails to all blended students</p> <p>*Music at break with opportunity drawing for all students</p>
4.18	Provide opportunities for students to create clubs based on student interest and passion.	All Students	<p>750 ASB 5000-5999: Services And Other Operating Expenditures LCMS provides students with multiple opportunities throughout the year to create a new club based on the interest of the students. Teacher advisors are provided to all approved groups and any necessary funds needed to maintain the club are funded by ASB. A master list of all clubs is posted in the Jungle Hallway and announcements are made anytime a club meeting is held. All students are welcomed at any club event or meeting.</p>
4.19	Implement CHAMPS protocols in every classroom to support the health and safety of all students.	All Students	<p>0 None Specified None Specified Teachers work to create a positive school culture based on procedures and routines focused on the following: Conversation, Help, Activity, Movement, Materials, Participation, and Success. Teachers taught and modeled all elements of the safety plan on the first day students returned to school.</p>
4.20	Provide multiple facets for parents to receive school communication	All LC Families	<p>0 None Specified None Specified To keep parents informed about school events/activities, programs, services, and general information, LCMS utilizes the following: Monthly Principal's Coffee, School Site Council, PTSA General Association meetings, Leopard Letter, Counseling Newsletter, LCMS website,</p>

			LCMS App, Social Media Outlets (Facebook; Instagram), School Tours, and use of the Blackboard All Call System.
4.21	Provide Social Emotional Support to students	All Students	0 None Specified None Specified LCMS provides several options for students to receive social emotional support including MTSS student support groups, Breakthrough Program, Wellness Counseling Program, and the Teen Center Outreach Program. These different programs provide opportunities for staff/interns to teach important skills and tools to help students cope with school related stress and difficulties.
4.22	Social Emotional and Academic Check Ins	All Students (if needed)	0 None Specified None Specified The Counseling Department will deploy a quarterly survey that collects information on the academic and social needs of our students. Students that need support will be identified and counselors will work with them individually or in groups to provide tools that will help students be successful.
4.23	Provide professional development opportunities in Diversity, Equity, and Inclusion (D.E.I.)	All Students	0 None Specified None Specified District and LCMS will provide a series of professional development opportunities to increase understanding of Diversity, Equity, and Inclusion in order to remove barriers that will promote a positive school culture while supporting student learning. Professional Development training will provide key concepts and ideas that provide an important foundation for teachers, counselors, and administration regarding D.E.I. and the importance of incorporating U.D.L. strategies to remove barriers to increase student achievement.
4.25	Maintain a Wellness Center	All Students	250

			<p>OTRM</p> <p>5000-5999: Services And Other Operating Expenditures</p> <p>Wellness services establish an additional layer of social emotional support to students. Through tier two individual and group counseling services students will learn how to manage their emotions, resolve peer related conflicts and access positive coping strategies to improve school climate and student learning. Funds will cover additional furniture, materials, and/or resources.</p>
4.26	Create Positive Classroom Culture	All Students	<p>0</p> <p>None Specified</p> <p>None Specified</p> <p>A positive classroom environment is based on a blend of social, emotional, and instructional elements. The following actions will positively impact your class and students: (1) CHAMPS guidelines that are inclusive, respectful, and are conducive to learning, (2) Student/Student Connections: Help students get to know each other, (3) Teacher/Student Connections: Connect with your students, (4) Encourage participation, (5) Help: Students need to know how to ask and get help, (6) Celebrate Diversity and provide multiple perspectives/views on subjects, (7) Reward students for positive contributions or success.</p>
4.27	Citizenship Assembly	All Students	<p>0</p> <p>None Specified</p> <p>None Specified</p> <p>LCMS holds a Citizenship Assembly for each grade level that provides students with clear expectations and structure to help maintain student safety, both on and off campus. The assembly takes the guidelines and procedures that are outlined in the student agenda book and provides students with examples so there is a clear understanding of both appropriate behavior</p>

			and corrective procedures. Rewards, recognition opportunities and incentives are also highlighted so students are aware of what they could be working towards over the course of the school year. The assembly is updated each year to address current student needs.
4.28	Increase flexible seating in classrooms	All Students	2000 Donations 5000-5999: Services And Other Operating Expenditures Flexible classrooms give students a choice in what kind of learning space works best for them, and help them to work collaboratively, communicate, and engage in critical thinking. Flexible arrangements meet the needs of students by providing a wide variety of furniture and workspaces, to put students at the center of learning, and to allow them to make choices based on their preferences and the objectives of the task at hand. Funds will provide teachers with opportunities to add flexible seating to their classrooms.
4.29	Implement Review 360 Program in Specialized Program (SWD)	Students in Socio-Emotional Program	0 None Specified None Specified Review360® is a platform that supports the implementation of a systematic MTSS process for problem-solving, data-based decision-making, and equitable practice. In addition, the platform supports the further development of teachers' professional skills and enhances communication with parents on student progress toward behavioral and social-emotional growth. The software provides the following tools: (1) Effectively tracks student progress and accommodations toward behavioral and social-emotional goals, (2) Identifies Tier 2 and Tier 3 student needs to improve targeted and individualized support plans, and (3) Builds teachers' capacity to effectively provide

			multi-tiered levels of student support. Funds support the program for one year.
4.30	Implement Restorative Practices	All Students	0 None Specified None Specified LCMS Administration and Counselors will utilize restorable practices (circles; meetings) to build, maintain, and repair student relationships. Approaches will be used as part of our CHAMPS/PBIS methods to create a safe and supportive school environment.
4.31	Increase Art and Music Education Programs	All Students	93000 0P28 - Proposition 28 None Specified Los Cerritos Middle will utilize Proposition 28 funds (State) to increase opportunities for students to access arts and music education. Funds will be used for instruction, training, supplies, materials, classes, and programs in the following fields: Dance, Media Arts, Music, Theater, and Visual Arts (graphic arts and design, computer coding, animation). 2023/24 funds will cover materials for all music programs in addition to adding three Art classes for 7th/8th grade students.
4.32	Implement "No Place for Hate" Program	All Students	0 None Specified None Specified The No Place for Hate® program is a student-led initiative that aims to combat bias, bullying, and hatred at LCMS. Its primary goal is to create inclusive learning environments where all students can thrive. The key components of the program include: 1. Community Student Group: Assemble a diverse team of students, parents, and staff members that will take the forefront on creating a "LC" specific program aligned with the "No Place for Hate" program. Committee will be run by students who will help drive change at the school.

			<p>2. Commitment to Inclusivity: Students will sign the No Place for Hate® pledge, which demonstrates their commitment to creating a welcoming and inclusive environment for everyone. Conduct a schoolwide assessment of our school's culture and climate to help determine areas for growth and improvement.</p> <p>3. Activities and Projects: LCMS will engage in at least three activities or projects each year that promote respect for diversity and challenge prejudice. These activities can range from workshops, student-led discussions, and assemblies to interactive lessons and community events.</p> <p>4. The No Place for Hate® program will seek to empower students, educators, and communities to promote respect, tackle bias, and build safe, inclusi</p>
4.33	Develop CHAMPS Lessons for all citizenship areas	All Students	<p>0 None Specified None Specified LCMS leadership team will create classroom lessons that cover all areas of student behavior and aims to foster a positive and inclusive learning environment. Lessons will address key aspects such as respect, responsibility, conflict resolution, digital citizenship, and self-regulation. By incorporating interactive activities, real-life scenarios, and open discussions, teachers will engage students in meaningful conversations about the importance of behavior and its impact on their academic and personal lives. Our goal is to help students understand the value of good behavior, develop critical thinking skills, and build a supportive classroom community where every</p>

		student feels valued and heard.
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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.

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 and Description of School Goal

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

Learning Loss (Academic and Social Emotional)

By June of 2025, Los Cerritos Middle School will provide meaningful social emotional learning and academic support so that all students have access to the skills needed to thrive academically and personally within their school community as evident by multiple measures.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

- Goal 1: Implement targeted actions and services that support conditions for optimal learning, equitable access, and positive student outcomes. (Student focused)
- Goal 2: Recruit, develop, and retain highly qualified, diverse, and effective staff. (Internal focused)
- Goal 3: Provide two-way communication and targeted outreach that engages and informs the community of programs, policies, and opportunities, and also builds strong connections among families, community members, and CVUSD schools. (Community focused)
- Goal 4: Enhance the social, emotional, physical, and mental well-being for all students through targeted actions and services. (Student and school focused)

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.

The 2023/24 Spring Social Emotional Student Survey provided meaningful information about the great need for a goal focused on the social emotional and academic well being of our students. Students indicated that the following Academic feelings: 62% of students feel they have developed strong study skills, 68% of students feel they are able to manage their time/school workload, 69% of students enjoy their current classes, and 42% of student feel anxious when they take tests. In regards to Social Emotional areas, students indicated the following: 73% of students feel school is going well on most days, 23% of students have felt sad/down over the past month, 30% of students have felt worried/anxious over the past month, 18% of students determine how they feel about themselves depending on what others think of them, 78% of students know how to resolved a conflict with a peer, 7% of students feel that social media usage often leads to feelings of stress/sadness., 91% of students have a trusted peer/friend at school, and 62% of students have a trusted adult on campus if they need help/something. This data shows clear metrics of the strong need providing students with social emotional support and instruction in a variety of areas.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

<p>1. 2021/22 D/F Grade Data (Yearly Averages)</p>	<p>1. 2023/2024 Semester 2 Grade D/F Data (% of Total):</p>	<p>1. Reduce D/F total by 5% for Semester 1 and Quarter 3 for all students and subgroups.</p>
<p>2. 2022/23 LCAP Parent and Student Survey Data</p>	<p>*Total Ds/Fs: 229/4439 *All Students: 5.15% *Students with Disabilities: 11.87% *Homeless: 21.37% *English Language: 20%</p>	<p>2. Increase all survey percentages by 3% for all categories.</p>
<p>3. 2023/24 S.E.L. Student Survey Data</p>	<p>2. LCAP Student and Parent Survey Results</p> <p>*86% of parents stated, “their child seems eager to go to school most days.”</p> <p>*90% of parents stated, “the staff at my child’s schoolwork to create an inclusive environment.”</p> <p>*83% of parents stated that “my child’s school is an inclusive environment that values all people.”</p> <p>*88% of parents stated that their “child’s school is physically safe.”</p> <p>*92% of parents stated, “my child’s school supports student social-emotional wellbeing.”</p> <p>*46% of students surveyed are “excited to go to school each day.”</p> <p>*34% of students said, “they have experienced bullying.”</p> <p>*79% of students said that “school is an inclusive environment that values all people.”</p> <p>*84% of students said that “staff creates an inclusive environment.”</p> <p>*78% of students said that “they know adults to go for help on campus when they feel upset, sad, or worried.”</p> <p>*90% of students said, “my teachers care about me.”</p> <p>*91% of students said, “my counselor cares about me.”</p> <p>*87% of students believe they “receive adequate</p>	<p>3. Increase (positive areas) or Decrease (negative areas) by 5-10%</p>

	<p>academic help and support at school.”</p> <p>3. 2023/24 Semester 2 Survey Results:</p> <p>Social Emotional Areas: *73% of students feel school is going well on most days. *23% of students have felt sad/down over the past month. *30% of students have felt worried/anxious over the past month *18% of students determine how they feel about themselves depending on what others think of them. *78% of students know how to resolved a conflict with a peer. *7% of students feel that social media usage often leads to feelings of stress/sadness. *91% of students have a trusted peer/friend at school. *62% of students have a trusted adult on campus if they need help/something.</p> <p>Academic Areas: *62% of students feel they have developed strong study skills. *68% of students feel they are able to manage their time/school workload. *69% of students enjoy their current classes *42% of student feel anxious when they take tests</p>	
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Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
5.1	Enact Second Step social emotional curriculum in specialized SWD Program and Academic Classes.	All Students	0 None Specified None Specified Teachers will implement a social-emotional learning program and lessons to better equip students to manage their own emotions, form healthy relationships, make good decisions, and cope with everyday social and academic challenges
5.2	Participate in the Positive Behavioral Interventions and Supports (PBIS) Model School Program through the Ventura County Office of Education.	All Students	0 None Specified None Specified

			Positive behavioral interventions and supports (PBIS) is a way for our school to encourage good behavior. With PBIS, LCMS staff focus on teaching kids about behavior, just as they would teach about other subjects. The focus of PBIS is prevention, not punishment.
5.3	Incorporate Character Strong Curriculum in classes.	Leadership Students & All Students	0 None Specified None Specified Leadership classes use the Character Strong curriculum to create positive habits through social-emotional learning and character education. The lessons help them take what they are learning in leadership class and apply it to the school as a whole.
5.4	Implement CHAMPS protocols in every classroom to support the health and safety of all students.	All Students	0 None Specified None Specified The Leadership Team collaborated and created a school wide C.H.A.M.P.S. classroom safety plan focused on the following: Conversation, Help, Activity, Movement, Materials, Participation, and Success. Teachers taught and modeled all elements of the safety plan on the first day students returned to school.
5.5	Targeted social emotional intervention through wellness counseling program.	All Students	0 None Specified None Specified School counselors will identify students who require more intensive and consistent support and refer up to 12 students for wellness counseling to receive additional social emotional support at school. Students identified as needing additional support will receive Tier 2 counseling support by school counselors in either a small group or individual setting.
5.6	Tracking of student attendance, behavior, and engagement in school	All Students	0 None Specified None Specified

			Administration will run monthly attendance, student engagement, and behavior reports to measure student progress in these important areas. Data will be disaggregated by subgroups to determine how to provide support and intervention for all students. After each month, the administrative and counseling team will provide interventions to support improvement in all three areas.
5.7	Student Recognition	Selected Students	1000 ASB 4000-4999: Books And Supplies Teachers will be provided with a variety of rewards/positive recognitions to distribute to students for academic success, academic improvement/growth, good behavior, and character in order to promote student success throughout the year. (Positive Postcards, Pizza Parties, Stickers, Other Recognitions).
5.8	School Counselor Collaboration and Counseling Support	All Students	0 None Specified None Specified School counselors collaborate with Wellness counseling program counselors to provide additional support and intervention. School counselors provide ongoing intervention to students academically, social emotional support, provide additional community resources as needed for parents/students in need of more intensive counseling resources, and monitor academic and social emotional progress of students and set case
5.9	Building reading stamina	All Students	0 None Specified None Specified English, Social Science, and Science departments will provide time for students to read informational texts at varying lengths during class and reinforcement time to build student's reading stamina. Teachers will

			provide scaffolds for students to help them work through the texts when they struggle to stay focused and/or engaged. Teachers will provide feedback to students on the strategies they used to encourage a growth mindset when approaching difficult tasks.
5.10	Building executive functioning skills	All Students	0 None Specified None Specified All departments will infuse organization and time management skills into their lessons to develop responsible, independent students. All students were given an agenda book at the beginning of the year to track assignment due dates and assist with breaking large assignments down into more manageable chunks. Teachers include lessons to develop students' executive functioning skills (i.e. daily agenda, homework posted in one spot, teacher practicing routines, giving time checks when working on longer assignments, giving brain breaks, and teaching grit to work through challenging problems).
5.11	Improving Chronically Absent Students	All Students	500 ASB 5000-5999: Services And Other Operating Expenditures Attendance liaisons (i.e. Administration, counselors, case managers, attendance clerk) will work to reduce chronic absenteeism by 5% through the use of student and/or student/parent conferences, goal setting/problem solving, and incentives for improved attendance.
5.12			

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.

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	\$263,742.00
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 (\$)

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

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 (\$)
0010	\$80,864.00
0085	\$4,570.00
0P28 - Proposition 28	\$93,000.00
0TRM	\$29,808.00
4EEF	\$900.00
ASB	\$14,850.00
Donations	\$2,000.00
None Specified	\$0.00
Other	\$35,000.00
Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	\$2,750.00

Subtotal of state or local funds included for this school: \$263,742.00

Total of federal, state, and/or local funds for this school: \$263,742.00

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
OTRM	29808	0.00
0010	80864	0.00
4EEF	900	0.00

Expenditures by Funding Source

Funding Source	Amount
0010	80,864.00
0085	4,570.00
0P28 - Proposition 28	93,000.00
OTRM	29,808.00
4EEF	900.00
ASB	14,850.00
Donations	2,000.00
None Specified	0.00
Other	35,000.00
Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	2,750.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	31,450.00
2000-2999: Classified Personnel Salaries	14,166.00
4000-4999: Books And Supplies	87,308.00
5000-5999: Services And Other Operating Expenditures	29,353.00
5800: Professional/Consulting Services And Operating Expenditures	3,000.00

None Specified

98,465.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	0010	17,490.00
2000-2999: Classified Personnel Salaries	0010	14,166.00
4000-4999: Books And Supplies	0010	47,708.00
5000-5999: Services And Other Operating Expenditures	0010	1,500.00
5000-5999: Services And Other Operating Expenditures	0085	4,570.00
None Specified	0P28 - Proposition 28	93,000.00
1000-1999: Certificated Personnel Salaries	OTRM	11,510.00
4000-4999: Books And Supplies	OTRM	600.00
5000-5999: Services And Other Operating Expenditures	OTRM	11,983.00
5800: Professional/Consulting Services And Operating Expenditures	OTRM	250.00
None Specified	OTRM	5,465.00
1000-1999: Certificated Personnel Salaries	4EEF	450.00
5000-5999: Services And Other Operating Expenditures	4EEF	450.00
1000-1999: Certificated Personnel Salaries	ASB	2,000.00
4000-4999: Books And Supplies	ASB	4,000.00
5000-5999: Services And Other Operating Expenditures	ASB	8,850.00
5000-5999: Services And Other Operating Expenditures	Donations	2,000.00
None Specified	None Specified	0.00
1000-1999: Certificated Personnel Salaries	Other	0.00
4000-4999: Books And Supplies	Other	35,000.00
None Specified	Other	0.00

5800: Professional/Consulting Services And Operating Expenditures

Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)

2,750.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	101,558.00
Goal 2	20,521.00
Goal 3	14,897.00
Goal 4	125,266.00
Goal 5	1,500.00

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
- 2 Classroom Teachers
- 4 Other School Staff
- 5 Parent or Community Members
- 5 Secondary Students

Name of Members	Role
Jason Klinger	Principal
Brandy Pacheco	Other School Staff
Paige Gonzales	Other School Staff
Karen McCarthy	Other School Staff
Gina Sillers (SSC Secretary)	Other School Staff
(8th) Eli Nudel	Secondary Student
(8th) Kaylin Kelly	Secondary Student
(7th) Olivia Foster	Secondary Student
(7th) Reagan LaRue	Secondary Student
(6th)	Secondary Student
(6th)	Parent or Community Member
Scott Foli (Parent Representative)	Parent or Community Member
Rachel Jordan (Parent Representative)	Parent or Community Member
Dan Nudel (Parent Representative)	Parent or Community Member
Katie Dame (Parent Representative)	Parent or Community Member
Kristy Royce (SEDAC)	Parent or Community Member
Michelle McEvoy (Gate Representative)	Parent or Community Member
Pam Van Uden (Teacher)	Classroom Teacher
Michelle Yee (PTSA Representative)	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.

Advisory Council Recommendations

While some CVUSD advisory council representatives may not be voting members of SSC, individuals from advisory councils provide an important voice to reflect the diverse needs of all students in CVUSD and at the school site. The SSC sought and considered all recommendations from the following representatives before adopting this plan::

Signature

Committee or Advisory Group Name

District Advisory Committee Representative

English Learner Advisory Committee Representative

Gifted and Talented Education Program Advisory Committee Representative

School Site Representative

Special Education Advisory Committee Representative

African American District Advisory Council Representative

Lesbian, Gay, Bisexual, Transgender and Queer or Questioning (LGBTQ+) Advisory Council Representative

Other: Student Representative

F. Valdez
A. Perez

[Signature]

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 September 4, 2024.

Attested:

J. Kling

Principal, Jason Klinger on 09/04/2024

Scott Foli

SSC Chairperson, Scott Foli on 09/04/2024

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.

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

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

Plan Description

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Educational Partner Involvement

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Comprehensive Needs Assessment

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

SWP Planning Requirements:

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

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

CSI Planning Requirements:

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

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

ATSI Planning Requirements:

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

Goals, Strategies/Activities, and Expenditures

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Goal

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

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

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

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

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

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Identified Need

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Annual Measurable Outcomes

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Strategies/Activities Table

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

Complete the table as follows:

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

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

Additional CSI Planning Requirements:

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

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

Additional ATSI Planning Requirements:

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

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

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

Annual Review

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

Goal Analysis

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

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Budget Summary

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

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

Additional CSI Planning Requirements:

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

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

Additional ATSI Planning Requirements:

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

Budget Summary Table

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

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

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

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

CSI Resources

For additional CSI resources, please see the following links:

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

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

ATSI Resources:

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

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

Appendix C: Select State and Federal Programs

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

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

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