



School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Los Alamitos Elementary School	30739246029060	1/7/21	February 23, 2021

Purpose and Description

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

Schoolwide Program

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

The Los Alamitos Unified School District (Los AI USD) serves three distinct communities: The City of Los Alamitos, the City of Seal Beach, and the unincorporated community of Rossmoor. The students of Los AI USD are diverse, high-achieving, and contribute greatly to the District's culture of excellence. Los AI USD

prepares students for post-secondary opportunities through unparalleled professional development for teachers, by maintaining and prioritizing low class sizes TK-12, by providing enrichment and intervention programs for all students, and emphasizing school connectedness through the 4 A's: Academics, Athletics, Activities and The Arts. The community at-large supports Los Al USD by way of strong PTA, Booster, "Friends Of", and other fundraising groups. A fourth of Los Al USD's population has attended District schools and over 90% of Los Al residents claim they live in Los Al as a result of the high-quality schools. Los Al USD continues to be at the forefront of achievement evidenced by its graduation rate, A-G completion rate, being on the College Board's Advanced Placement (AP) Honor Roll for seven consecutive years, and its overall performance on CAASPP.

Los Alamitos Unified School District prides itself on a best first instruction approach. This includes:

- Rigorous 5-year professional development plan for all teachers within their first five years. This has been minimized due to COVID-19 for the 2020-2021 school year but trainings are still being offered.
- Ongoing training and coaching in District Signature Practices for all teachers.
- Instructional networking model used for demonstration lessons and coaching provided by Teachers on Special Assignment.
- Robust K-12 intervention programs and extended learning opportunities.
- Focus on technology and transformational learning with Project Lead the Way, Makerspaces, and Career Technical Education Pathways.
- Implementation of a 3-year plan for Next Generation Science Standards.
- Increasing focus on inquiry-based instruction across all content areas.
- One of four districts in the United States named to the College Board's Advanced Placement Honor Roll seven years in a row.
- K-12 Summer School programs providing small group, targeted instruction for students who benefit from remediation or continued skill application.

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Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

Because of Covid-19 we did not have standardized testing, or CAASPP testing, last year. This means that there was no state-wide data that could be used for this section. Instead, Los Alamitos Elementary School relied on district benchmark data and teacher observations of regressions to develop its academic goals for the 2020/2021 school year.

Classroom Observations

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

Classroom observations show purposeful instruction and selection of strategies that match the students' needs. Teachers collect and use assessment data to drive instruction. Classroom informal observations are done 2-3 times a week for temporary and probationary teachers and 1-2 times a week for tenured teachers. In addition, we utilize Instructional Networking, currently paused to enforce COVID-19 state mandates, where teachers (2 times a year for tenured teachers and 4 times a year for temporary/probationary teachers) spend 45 minutes observing a fellow teacher and providing feedback on three things: 1) What they saw and really liked, 2) what they want to implement into their own classroom, and 3) things the teacher can do to improve their lesson.

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

In a traditional year, LAE utilizes the CAASPP data in several ways to improve instruction. Our CAASPP data is imported into Illuminate and analyzed by the District Office, administration, grade level teams, and the individual teachers. The information we are looking for is standards that the students were not proficient on, why the students were not proficient on the standard/s, and how we can improve instruction the following year to reach proficiency on those standards. In addition, the data is used to create intervention groups (before, during, and after school) to give each student the best chance possible at becoming proficient in the following year. The interventions are designed based on standards in which students are not proficient with the goal of giving students a double dose of those standards to increase the chance of proficiency the following year. CAASPP data is also analyzed against district benchmark exams in order to improve our benchmarks and to enhance our teaching of the standards and preparation for the following years CAASPP testing.

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

We analyze 4 different sets of data each year to increase proficiency for our students. We analyze the CAASPP data to design our lesson and unit plans for the following year. We also analyze 3 different benchmarks exams given in trimester 1, trimester 2 and trimester 3 to see gaps in learning and review those gaps throughout the year and prior to testing. This data is then combined with teacher input to design intervention groups as well as end of the year reviews of the standards. The data collected, along with the teacher recommendations, are also used to create classes for the following year ensuring each teacher is given a class with an equal number of advanced, proficient, nearly proficient, and not proficient students. The use of data to create classes ensures grade level planning is effective for each teacher in the grade level and improves collaboration. This is a very data heavy school that sees data as the key to improving instruction and learning outcomes of all of our students.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All of the teachers at Los Alamitos Elementary School have met the state qualifications of a highly qualified staff.

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

All of the teachers at Los Alamitos Elementary School are fully credentialed to teach the subjects/grade levels in which they teach. The key to Los Alamitos Unified School District is our training program. All new teachers to the district, even if they have taught in other districts, are required to attend 5 years of training. The trainings focus on the district signature practices of Depth and Complexity, CGI (Cognitive Guided Instruction), and Thinking Maps. In addition, teachers are trained on using Illuminate to give and analyze benchmarks and end of the year CAASPP exams, working with and helping struggling students, and "The LosAI Way" which is how we collaborate as a staff and gain community involvement in our classrooms and schools.

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

Staff Development comes in three forms:

- 1) Professional Development days: We have two professional development days prior to the start of the year and three professional development days during the year. These days focus on areas where teachers need additional support to move students forward academically or socially. This year the focus is on PBIS (Positive Behavior Intervention Systems) and ensuring we have a smooth implementation next year to improve behaviors on campus.
- 2) Bi-Weekly Staff Meetings: Twice a month we have staff meetings to enhance teaching strategies, align content among grade level teams, and see common themes throughout grade levels where students are not understanding standards. For instance, at the beginning of the year we do "Gaps in Learning" where each grade level shows the previous grade level the gaps students had, that if corrected, would lead to better learning outcomes for the next year.
- 3) Instructional Networking: This is where teachers observe another teachers classroom for 45 minutes and give feedback on the lesson and how to improve instruction. It also allows teachers to see and implement concepts and teaching strategies they observe into their own classroom.

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

In addition to teachers having a year 1-5 professional development training sequence, we also have three TOSA's (Teachers on Special Assignment). The TOSA's specialize in NGSS, CGI, and Reading Strategies. For the CGI and Reading TOSA's they offer 8 week intensive 1:1 training for teachers that are interested and/or are signed up by administrators. The NGSS TOSA runs grade level trainings to ensure comprehension of the new NGSS standards. All TOSA's also offer trainings where they demonstrate lessons inside a classroom with teachers in that grade level observing. The use of the TOSA's allows us to offer ongoing high level support to all of our teachers to keep them up to date with the latest teaching strategies to move our students forward academically.

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

Teachers collaborate in two ways at Los Alamitos Elementary School:

- 1) Bi-weekly meetings: Every other Tuesday, teachers are given one hour to collaborate and create lesson/unit plans. This time is dedicated to each grade level analyzing data and sharing experiences/lesson plans/unit plans in order to move our students forward.
- 2) Weekly early release collaboration time: Every Wednesday, school is released at 12:55 pm. Teachers collaborate in grade level teams, or with similar grade levels, to move students forward academically and socially. Teachers collaboration time on Wednesdays is from 12:55 pm - 2:20 pm.

Teaching and Learning

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

At the district level, one team member from each of the 6 elementary schools (for each grade level) meet, approximately every 5 years, to design pacing guides for each grade level. The pacing guidelines are built to ensure that each grade level team is teaching each of the standards. The grade level team lead then meets with their team and designs the curriculum to ensure the standards are being taught to achieve proficiency. The pacing guidelines and standards are monitored by administration to ensure the curriculum, instruction, and materials align to meet the standards for each grade level.

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

Each teacher submits their weekly instructional plan at the beginning of each of the three trimesters. The administration ensures these instructional plans are within the required parameters of the Reading/Language arts and Mathematics minutes. In addition, administration uses informal observations to ensure teachers are implementing their instructional plans and meeting the weekly/yearly requirements.

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

We offer reading intervention during the school day to non-grade level students grades K-2. The students intervention time is designed to ensure they are not missing core instruction in the areas of ELA or Math. For grades 4/5 we offer intervention during the day in two forms. The first is by pulling half the class to PE and giving small group instruction time to the teachers. The second is pulling of students to work in groups of 1-4 on areas of non-proficiency. The students pulled in groups of 1-4 are done at times that do not interfere with the core subjects of ELA or Math.

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

All teachers, including intervention teachers, are given access to appropriate instructional materials. Last year we adopted a new Social Studies curriculum, this year we are currently piloting two new ELA programs for adoption, and next year we are exploring a new Science curriculum. All curriculum is within the state guidelines for curriculum adoption and conforms to the Williams Act.

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

We have a wide array of standards-aligned materials available to all teachers and staff. This includes materials for classroom teachers, intervention teachers, support staff such as instructional aides, and before and after school interventions. The materials are aligned to state standards as well as the Los Alamitos Unified Board of Education's plan for instructional materials. All instructional materials are within the state parameters for instructional materials and conform to the Williams Act.

Opportunity and Equal Educational Access

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

We have a reading intervention lab for grade K-3 and individualized small instruction after school intervention for EL and students not meeting proficiency in ELA and Math.

Evidence-based educational practices to raise student achievement

Parental Engagement

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

Due to Covid-19 all of these events has been cancelled, moved to an online format, or rescheduled for the 2020/2021 school year.

Los Alamitos Elementary School has programs designed to assist all of our families, including families of underachieving students. This includes but is not limited to:

- 1) Parent Education Nights - Parent Education Nights are held throughout the year to assist families with common issues affecting students/families/ and the community at large.
- 2) Back to School Night (online) - A kickoff to the new year we welcome families back to LAE. We have a kickoff party and then parents go into classrooms to meet their student/s teachers.
- 3) Open House (Online) - An end of the year celebration to show parents/community members what students have been able to accomplish academically and socially over the course of the year.
- 4) Parent teacher conference weeks (Online) - Twice a year families attend parent teacher conferences to find out how to help their students achieve academically as well as socially.
- 5) In school/before school/after school intervention - All of our interventions are geared at getting students, and keeping students, at grade level proficiency. These interventions are free and run daily for all families of students that are not meeting grade level standards.
- 6) March Math Madness - An event that shows families free and easy ways to practice math at home and teach students the basic building blocks of math for future success.
- 7) Breakfast and coffee - we offer an inexpensive breakfast, free if you qualify for free or reduced lunch, as well as coffee for parents. This allows families an affordable way to get a healthy breakfast as well as enjoy coffee while eating with their children.

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

Parents are an integral part of the school, working as volunteers in classrooms, the office, and the Media Center, as well as coordinating PTA and FLAE (Friends of LAE) activities. The LAE School staff is fortunate to be able to rely on its parent and larger community to help deliver the high quality education planned for students. There are multiple ways that parents can and do get involved. Parent and community volunteers regularly assist the staff in supporting learning experiences for students. They participate in activities such as working in the classroom, volunteering on field trips, and working in the media center. Our Parent Teacher Association (PTA) is extraordinarily active and involved while providing significant service and financial support for the overall student curricular and social program. Social events are built into our calendar to bring our families together, building a sense of community: our Kinder Play Date, Popsicle Posting Party, Back-to-School Night, and Camp LAE welcome families back to school. Multiple evening musical performances highlight the various grade levels, chorus and after-school instrumental music students. Our annual Carnival and Autism Awareness Week bond us at the end of the year. Family nights are held throughout the year at various grade levels to promote parent involvement both socially and often in curricular areas of Science, Math, Technology and Language Arts. FLAE continues to raise significant funds which are used to supplement the core instructional program. Both PTA and FLAE are always looking for additional parental involvement.

Funding

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

LAE has 3 types of funding that allow us to offer support for all students to meet grade level standards:

- 1) District Allocation: The district allocates funding based on a per pupil formula that conforms to state guidelines. This supports LAE's students with instructional materials, trainings, technology, and support for interventions.
- 2) LCFF Funds: This funding directly pays for our before, during, and after school interventions. The LCFF funds do not cover the cost of all of our interventions and district funds are used to cover the overage created by our LCFF funds.
- 3) Title 1 Funds: Title 1 funds are used to pay for part of the assistant principal of special education and interventions, all of the PBIS trainings, and part of the intervention and EDCC (Extended Day Care) teachers. We also pay for a counseling service that works with our students on social and emotional needs out of LCFF.

Fiscal support (EPC)

In addition to the funding detailed above, Los Alamitos Elementary School is supported by 3 different groups, PTA/FLAE/LAEF (Los Alamitos Educational Foundation). The PTA is a community building organization that raises funds through community events like Camp LAE, Sees Candy Sales, Cookie Dough Sales, Movie Night, Talent Show, and our annual Carnival. FLAE is a fundraising organization that runs events like Fit-A-Thon, Reading Challenge, and Backyard Bash. The Los Alamitos USD Educational Foundation is a community-based, non-profit organization which was formed in 1985. It consists of concerned community members working together to raise money to maintain and improve the quality of the schools of the Los Alamitos Unified School District. The Foundation has a commitment of fundraising for technology, STEAM activities, and other specialized projects.

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

This SPSA was completed and approved by the School Site Council at Los Alamitos Elementary School. The SPSA was sent to all staff at LAE to garner input, feedback, and additional information for this plan. This plan is updated and monitored yearly through monthly or bi-monthly meetings with the School Site Council. The school site council met twice to specifically address and review the SPSA.

Resource Inequities

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

We are currently in the final phase of adopting a new ELA curriculum that adheres to the guidelines for English Language Learner (ELL) students. Because of Covid-19 this process was not finished in the 2019/2020 school year and should be completed during the 2020/2021 school year. Currently the ELA curriculum does not meet the state requirements for ELL learners. The current curriculum adoption is being supported by other resources to address the ELL learners and to ensure we are meeting their needs. At the start of the 2020/2021 school year the new ELA curriculum will meet state guidelines in terms of our ELL students. There are no other resource inequities at LAE.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	%	%	0%			0
African American	5.26%	3.85%	2.88%	38	28	21
Asian	15.49%	16.21%	15.38%	112	118	112
Filipino	2.21%	3.02%	2.34%	16	22	17
Hispanic/Latino	35.41%	35.99%	38.6%	256	262	281
Pacific Islander	1.11%	1.37%	1.37%	8	10	10
White	30.29%	29.26%	28.16%	219	213	205
Multiple/No Response	%	0.14%	10.85%		1	3
Total Enrollment				723	728	728

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Kindergarten	140	126	129
Grade 1	113	122	113
Grade 2	112	119	119
Grade3	120	127	124
Grade 4	118	118	125
Grade 5	120	116	118
Total Enrollment	723	728	728

Conclusions based on this data:

1. LAE's African American population has declined (from 5.26% to 3.85%) but is still significantly higher than the Orange County Elementary School average of 2%.
2. LAE's enrollment continues to grow with and increase of 34 students from 16-17 to 18-19. Due to space requirements LAE is close to the maximum number of students it can have.
3. LAE's largest demographic continues to be hispanic/latino with 262 (35.99%) of students falling under the hispanic/latino student group. The white student group, which at one point used to be LAE's largest student group, continues to decline.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners	46	50	63	6.4%	6.9%	8.7%
Fluent English Proficient (FEP)	69	69	54	9.5%	9.5%	7.4%
Reclassified Fluent English Proficient (RFEP)	2	13	0	4.3%	28.3%	0.0%

Conclusions based on this data:

1. LAE's EL population increased over the last 3 years in terms of the number of students and percent of students. We expect this number to continue to increase as the percentage of LAE's Hispanic population continues to grow.
2. LAE's FEP population has decreased over the last three years in terms of the number of students and percent of students.
3. LAE's RFEP population drastically dropped during the 17-18 school year. This was the year that the testing to become reclassified changed and could be the reasons only 2 students were designated RFEP in the 17-18 school year. The data for 2019-2020 is not a true account of RFEP students as the testing associated with the RFEP process was not completed based on the COVID-19 pandemic.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	119	114	121	118	112	120	118	112	120	99.2	98.2	99.2
Grade 4	119	116	111	119	116	108	119	116	108	100	100	97.3
Grade 5	107	117	115	106	116	115	106	116	115	99.1	99.1	100
All	345	347	347	343	344	343	343	344	343	99.4	99.1	98.8

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2464.	2482.	2504.	38.14	47.32	61.67	29.66	27.68	20.83	22.03	16.96	10.00	10.17	8.04	7.50
Grade 4	2501.	2511.	2544.	38.66	49.14	55.56	26.89	18.10	27.78	19.33	18.10	12.04	15.13	14.66	4.63
Grade 5	2535.	2539.	2562.	29.25	34.48	45.22	37.74	32.76	33.04	22.64	15.52	14.78	10.38	17.24	6.96
All Grades	N/A	N/A	N/A	35.57	43.60	54.23	31.20	26.16	27.11	21.28	16.86	12.24	11.95	13.37	6.41

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	26.27	44.64	55.00	55.93	42.86	34.17	17.80	12.50	10.83
Grade 4	33.61	38.79	52.78	51.26	45.69	40.74	15.13	15.52	6.48
Grade 5	29.25	32.76	52.17	54.72	46.55	40.00	16.04	20.69	7.83
All Grades	29.74	38.66	53.35	53.94	45.06	38.19	16.33	16.28	8.45

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	40.68	45.54	46.67	48.31	43.75	46.67	11.02	10.71	6.67
Grade 4	34.45	38.79	38.89	54.62	48.28	53.70	10.92	12.93	7.41
Grade 5	47.17	37.07	47.83	36.79	49.14	44.35	16.04	13.79	7.83
All Grades	40.52	40.41	44.61	46.94	47.09	48.10	12.54	12.50	7.29

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	27.12	33.04	44.17	62.71	58.93	50.83	10.17	8.04	5.00
Grade 4	21.85	36.21	45.37	63.87	56.90	52.78	14.29	6.90	1.85
Grade 5	20.75	26.72	31.30	70.75	62.07	65.22	8.49	11.21	3.48
All Grades	23.32	31.98	40.23	65.60	59.30	56.27	11.08	8.72	3.50

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	48.31	53.57	59.17	45.76	39.29	33.33	5.93	7.14	7.50
Grade 4	36.13	49.14	53.70	55.46	42.24	38.89	8.40	8.62	7.41
Grade 5	43.40	50.00	45.22	47.17	40.52	44.35	9.43	9.48	10.43
All Grades	42.57	50.87	52.77	49.56	40.70	38.78	7.87	8.43	8.45

Conclusions based on this data:

1. Because of the the lack of testing in 2019/2020 school year this page was not updated. The 2018/2019 data shows that in 3rd, 4th, and 5th grade LAE was able to decrease the number of students that were either standard not met or standard nearly met. This led to an increase in students being proficient.
2. The mean score on the CAASPP test increased in 3rd, 4th, and 5th grade. This can be highlighted by the significant statistical increase in students in 3rd, 4th, and 5th grade that exceeded standards.
3. LAE needs to continue to improve as 17.5% of 3rd Graders, 16.7% of 4th graders, and 21.74% of 5th graders were not proficient on the 18/19 CAASPP exam.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	119	114	121	118	112	120	118	112	120	99.2	98.2	99.2
Grade 4	119	116	111	116	114	108	116	114	108	97.5	98.3	97.3
Grade 5	107	117	115	106	116	115	106	116	115	99.1	99.1	100
All	345	347	347	340	342	343	340	342	343	98.6	98.6	98.8

* 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			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2491.	2499.	2503.	43.22	48.21	54.17	32.20	34.82	31.67	18.64	10.71	8.33	5.93	6.25	5.83
Grade 4	2522.	2529.	2544.	37.07	35.96	48.15	37.07	38.60	33.33	20.69	21.05	15.74	5.17	4.39	2.78
Grade 5	2538.	2564.	2569.	30.19	46.55	51.30	27.36	25.86	17.39	29.25	18.10	22.61	13.21	9.48	8.70
All Grades	N/A	N/A	N/A	37.06	43.57	51.31	32.35	33.04	27.41	22.65	16.67	15.45	7.94	6.73	5.83

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	63.56	68.75	72.50	27.97	22.32	20.83	8.47	8.93	6.67
Grade 4	59.48	56.14	67.59	28.45	32.46	26.85	12.07	11.40	5.56
Grade 5	43.40	54.31	53.91	33.96	34.48	33.04	22.64	11.21	13.04
All Grades	55.88	59.65	64.72	30.00	29.82	26.82	14.12	10.53	8.45

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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	50.85	52.68	54.17	37.29	41.07	37.50	11.86	6.25	8.33
Grade 4	37.07	38.60	44.44	51.72	50.88	51.85	11.21	10.53	3.70
Grade 5	25.47	37.93	37.39	53.77	45.69	52.17	20.75	16.38	10.43
All Grades	38.24	42.98	45.48	47.35	45.91	46.94	14.41	11.11	7.58

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	56.78	53.57	62.50	38.14	39.29	30.83	5.08	7.14	6.67
Grade 4	43.97	45.61	50.93	45.69	42.11	43.52	10.34	12.28	5.56
Grade 5	29.25	41.38	33.04	56.60	49.14	55.65	14.15	9.48	11.30
All Grades	43.82	46.78	48.98	46.47	43.57	43.15	9.71	9.65	7.87

Conclusions based on this data:

1. Because of the lack of testing in the 2019/2020 school year this section was not updated. 3rd, 4th, and 5th Grades mean scores all rose on the CAASPP Exam showing improvement in the overall proficiency of LAE's tested students.
2. The percent of students that were "standard not met" or "standard nearly met" decreased in all grade levels except 5th grade "standard nearly met" which increased by 4.5%.
3. There was a significant rise in 3rd, 4th, and 5th grade in the number of students that exceeded the standard.

School and Student Performance Data

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	*	1464.9	*	1446.9	*	1507.0	*	15
Grade 1	1479.6	*	1456.3	*	1502.4	*	11	7
Grade 2	*	*	*	*	*	*	*	7
Grade 3	*	*	*	*	*	*	*	4
Grade 4	*	*	*	*	*	*	*	10
Grade 5	*	*	*	*	*	*	*	5
All Grades							46	48

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	40.00	*	40.00	*	20.00		0.00	*	15
1	*	*	*	*	*	*		*	11	*
2	*	*	*	*	*	*		*	*	*
3		*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*		*	*	*
5		*	*	*		*	*	*	*	*
All Grades	28.26	25.00	43.48	52.08	*	18.75	*	4.17	46	48

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	33.33	*	33.33	*	33.33		0.00	*	15
1	*	*	*	*	*	*	*	*	11	*
2	*	*		*	*	*	*	*	*	*
3		*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*		*	*	*
5		*	*	*	*	*		*	*	*
All Grades	30.43	31.25	39.13	43.75	23.91	20.83	*	4.17	46	48

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	53.33	*	33.33	*	13.33		0.00	*	15
1	*	*	*	*		*	*	*	11	*
2	*	*	*	*	*	*	*	*	*	*
3		*		*	*	*	*	*	*	*
4		*	*	*	*	*		*	*	*
5	*	*	*	*		*	*	*	*	*
All Grades	34.78	27.08	26.09	45.83	26.09	22.92	*	4.17	46	48

Listening Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
K	*	40.00	*	60.00		0.00	*		15
1	*	*	*	*	*	*	11		*
2	*	*	*	*	*	*	*		*
All Grades	52.17	33.33	43.48	64.58	*	2.08	46		48

Speaking Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
K	*	13.33	*	73.33	*	13.33	*		15
1	*	*	*	*	*	*	11		*
2	*	*	*	*	*	*	*		*
3	*	*	*	*	*	*	*		*
All Grades	30.43	29.17	52.17	56.25	*	14.58	46		48

Reading Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
K	*	20.00	*	80.00		0.00	*		15
1	*	*	*	*		*	11		*
2	*	*	*	*	*	*	*		*
5	*	*	*	*	*	*	*		*
All Grades	32.61	18.75	50.00	66.67	*	14.58	46		48

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	80.00		20.00		0.00	*	15
1	*	*	*	*	*	*	11	*
All Grades	47.83	52.08	50.00	45.83	*	2.08	46	48

Conclusions based on this data:

1. While the number of of students is small (4.17%) compared to the total population of the school it continues to be an area in need of extra support at LAE.
2. LAE needs to continue to focus and support the Level 1 and Level 2 performance levels.
3. The biggest EL population resides in the Somewhat/Moderately domain performance level. The goal is to move this subgroup to the Well Developed performance level.

School and Student Performance Data

Student Population

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

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
717	28.4	6.9	0.1
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	50	6.9
Foster Youth	1	0.1
Homeless	16	2.2
Socioeconomically Disadvantaged	207	28.4
Students with Disabilities	74	10.2

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	28	3.8
Asian	118	16.2
Filipino	22	3.0
Hispanic	262	36.0
Two or More Races	74	10.2
Pacific Islander	10	1.4
White	213	29.3





Conclusions based on this data:

1. Socio-Economic Disadvantaged continues to be our largest subgroup at LAE. This group has risen slightly over the last 3 years. Our fastest growing sub-group is our Hispanic population that has been increasing over the last 3 years. This is our largest sub-group.
2. Students with disabilities has risen since Los Alamitos USD moved the Regional Autism Program from McGaugh Elementary School to LAE.
3. Foster youth continues to be a very low part of LAE's population with only 1 student currently in this category.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. Chronic Absenteeism is in green but is the area of biggest focus for LAE. It is the lowest of the 4 sections scored above.
2. LAE's suspension rate is in green but is also an area of concern. LAE has started to work with the Orange County Department of Education to implement PBIS (Positive Behavior Intervention Supports) for the 2020/2021 school year. The hope for PBIS is to reduce the number of negative behaviors and suspensions.
3. LAE continues to excel in Academic Performance for both ELA and Mathematics.

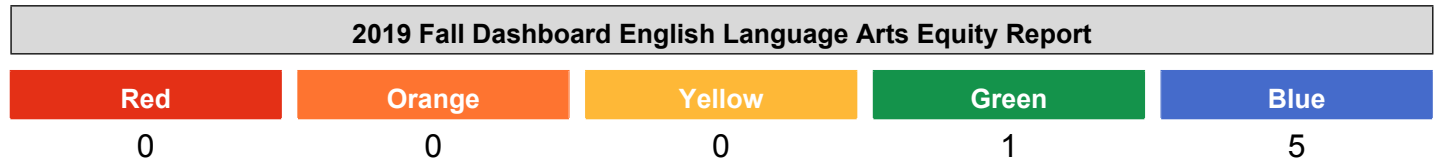
School and Student Performance Data

Academic Performance English Language Arts







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











This section provides number of student groups in each color.



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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group					
All Students	English Learners	Foster Youth	Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 Blue 67.7 points above standard Increased Significantly ++27.5 points 348	 Green 28.9 points above standard Maintained ++2.9 points 33	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 Blue 41.4 points above standard Increased Significantly ++20.5 points 98	 No Performance Color 13.5 points above standard Increased Significantly ++34.9 points 29

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American  No Performance Color 38.7 points above standard Increased Significantly ++57.6 points 19	American Indian  No Performance Color 0 Students	Asian  Blue 125.8 points above standard Increased Significantly ++20.6 points 52	Filipino  No Performance Color 71.5 points above standard 11
Hispanic  Blue 44.8 points above standard Increased Significantly ++22.8 points 126	Two or More Races  Blue 72.7 points above standard Increased Significantly ++27.9 points 35	Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	White  Blue 69.3 points above standard Increased Significantly ++20.8 points 100

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

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner 15.9 points below standard Increased ++8.3 points 20	Reclassified English Learners 97.8 points above standard Increased Significantly ++31.2 points 13	English Only 68.2 points above standard Increased Significantly ++28.8 points 287
--	--	--

Conclusions based on this data:

- English Language Learners are lower on the ELA full dashboard when compared to their peers.
- All English Language Arts Performances by Race/Ethnicity are in the blue band on the dashboard.
- Current English Learners are 15.9 points below standard but did increase by 8.3 points this year compared to last year.

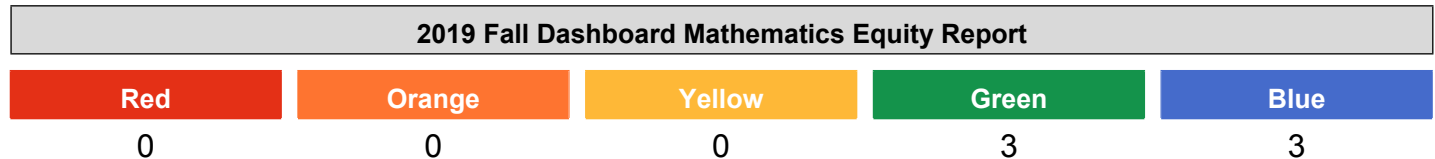
School and Student Performance Data

Academic Performance Mathematics







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










This section provides number of student groups in each color.



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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Blue 56.2 points above standard Increased ++9.8 points 348	English Learners  Green 33.5 points above standard Declined -7.2 points 33	Foster Youth  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Homeless  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	Socioeconomically Disadvantaged  Green 31.5 points above standard Increased ++5.9 points 98	Students with Disabilities  No Performance Color 2.9 points above standard Increased ++7.4 points 29

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American  No Performance Color 10.6 points above standard Increased Significantly ++25.4 points 19	American Indian 	Asian  Blue 122 points above standard Increased Significantly ++22.2 points 52	Filipino  No Performance Color 52.1 points above standard 11
Hispanic  Green 34.3 points above standard Increased ++4.2 points 126	Two or More Races  Blue 50.7 points above standard Increased ++9.4 points 35	Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	White  Blue 58.9 points above standard Increased ++3.8 points 100

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

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner 5 points below standard Maintained -2 points 20	Reclassified English Learners 92.5 points above standard Increased Significantly ++18.1 points 13	English Only 54.1 points above standard Increased ++9.4 points 287
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Conclusions based on this data:

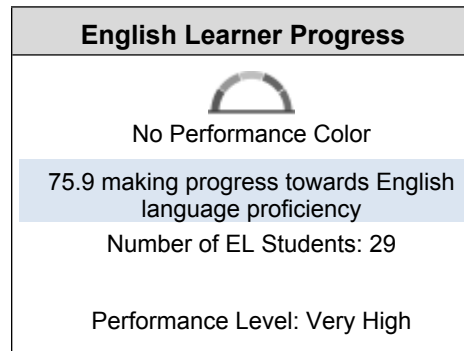
- English Learners and SocioEconomic Disadvantaged both tested in the green performance band for the full dashboard.
- The Hispanic subgroup on the performance by race/ethnicity was the only subgroup in the green band. All others were in the blue band.
- LAE maintained the Current English Learners in the table for English Learners and increased in the Reclassified English Learners and English Only tests by over 18 points.

School and Student Performance Data

Academic Performance English Learner Progress

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

2019 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.

2019 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
	24.1		75.8

Conclusions based on this data:

- 7 students maintained Level 1, 2L, 2H, 3L, or 3H
- 22 students progressed at least one ELPI Level.
- No students maintained ELPI Level 4 or decreased one ELPI level. The overall performance level was rated as "Very High".

School and Student Performance Data

Academic Performance College/Career

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

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

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

2019 Fall Dashboard College/Career for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard College/Career by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2019 Fall Dashboard College/Career 3-Year Performance		
Class of 2017	Class of 2018	Class of 2019
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

Conclusions based on this data:

1. There is no data in these tables

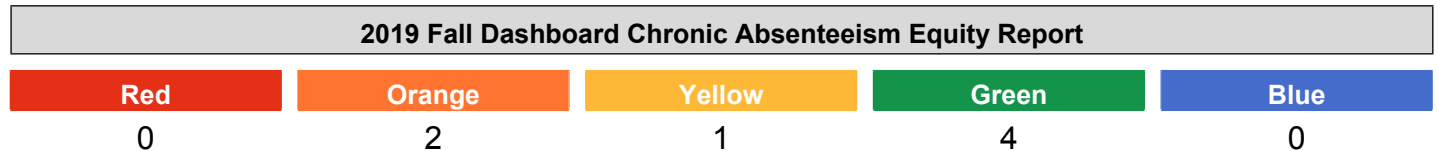
School and Student Performance Data

Academic Engagement Chronic Absenteeism







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











This section provides number of student groups in each color.



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.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students  Green 3 Declined -1.5 739	English Learners  Yellow 4.6 Increased +4.6 65	Foster Youth  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3
Homeless  No Performance Color 0 14	Socioeconomically Disadvantaged  Green 4 Declined -1.3 225	Students with Disabilities  Orange 11.5 Increased +3.5 96

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American  No Performance Color <div>0</div> Declined -2.4 28	American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	Asian  Green <div>1.7</div> Increased +1.7 119	Filipino  No Performance Color <div>0</div> Maintained 0 22
Hispanic  Green <div>3.7</div> Declined -2.8 271	Two or More Races  Orange <div>5.3</div> Increased +2.7 75	Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10	White  Green <div>2.8</div> Declined -2.2 214

Conclusions based on this data:

1. Students with Disabilities is in orange band for the full dashboard. English Learner's are in the yellow band for the full dashboard. Both of these are areas that can be improved and need to be the focus for LAE.
2. Two or More Races is the only category in Race/Ethnicity that is not in the green. It is in the orange band and will be an area of focus for LAE.
3. Overall LAE is in the green band for chronic absenteeism. By focusing on students with disabilities, EL's, and Two or more races LAE hopes to get to the blue band.

School and Student Performance Data

Academic Engagement Graduation Rate

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

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Graduation Rate Equity Report				
Red	Orange	Yellow	Green	Blue

This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate by Year	
2018	2019

Conclusions based on this data:

1. There is no data in these tables

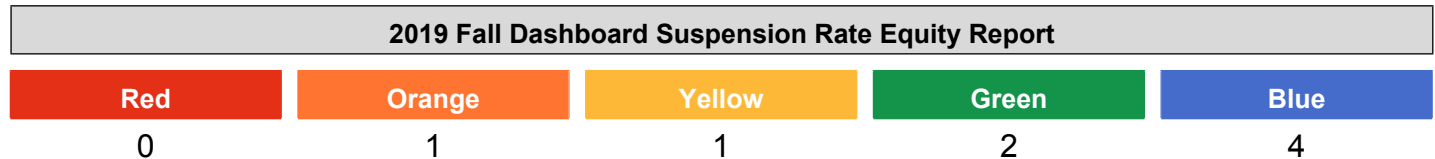
School and Student Performance Data

Conditions & Climate Suspension Rate







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










This section provides number of student groups in each color.



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

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  Green 1.3 Declined -0.7 762	English Learners  Blue 0 Maintained 0 65	Foster Youth  No Performance Color Less than 11 Students - Data Not 4
Homeless  No Performance Color 0 14	Socioeconomically Disadvantaged  Green 1.3 Declined Significantly -3.1 229	Students with Disabilities  Green 2 Declined -2.9 100

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American  Yellow 3.3 Declined -1.5 30	American Indian 	Asian  Blue 0 Maintained 0 121	Filipino  No Performance Color 0 Maintained 0 23
Hispanic  Blue 0.7 Declined Significantly -1.2 276	Two or More Races  Blue 0 Declined -5.1 80	Pacific Islander  No Performance Color Less than 11 Students - Data 10	White  Orange 3.2 Increased +1.4 222

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	2	1.3

Conclusions based on this data:

1. LAE is in the green band or blue band for all categories on the full dashboard. Overall suspensions declined .7% last year. LAE is focusing on implementing PBIS to decrease the future suspension rates.
2. In the table based of Race/Ethnicity all areas either decreased or maintained except the white demographic. the white demographic increased by 1.4%.
3. The biggest decline was in the Race/Ethnic subgroup of Two or More Races. This subgroup declined by 5.1%.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Decrease the Chronic Absenteeism Rate

LEA/LCAP Goal

Our goal is to lower our Chronic Absenteeism Rate. Specifically our special education and two or more races categories that are two areas noted in the dashboard that can be improved. By improving the attendance rate we will be able to offer better academic and social opportunities and move towards the blue zone on the chart.

Goal 1

Our goal is to lower our Chronic Absenteeism Rate. Specifically our special education and two or more races categories that are two areas noted in the dashboard that can be improved. By improving the attendance rate we will be able to offer better academic and social opportunities.

Identified Need

Based on the dashboard for LAE there is a need to improve the chronic absenteeism rate. By addressing this need we plan on increasing the academic and social opportunities offered to our students.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
State dashboard for LAE	the 2019/2020 dashboard for LAE	Move the subgroups of special education and two or more races to the green band on the dashboard.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Directly contact families of students with chronic absenteeism, hold, SART and SARB meetings where needed.

Strategy/Activity

LAE staff will analyze multiple measures with information obtained from AERIES. We will utilize monthly attendance summaries in our district. We will take these monthly summaries and call/meet with any families that have been tardy and/or absent more than the recommended number of days in the year. By working directly with families and by monitoring the absentee rate we hope to decrease the chronic absentee problems associated with LAE.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

None Specified
None Specified

None Specified

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Hold SART (School Attendance Review Team) Meetings for students with over 15 absences/tardies, and early release.

Strategy/Activity

Any students that are over the recommended number of days tardy/absent will have a SART meeting. These meetings are with the families, student, teacher, administrator, and school nurse. The purpose is to highlight the importance of attendance, show how attendance is affecting the student academically, and support student and family in any way we can to increase attendance.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

Come up with ways to incentivize students to want to be on time and in-class at LAE.

Strategy/Activity

Look into implementing the following items when we return to a traditional school schedule without LosAl@home and Covid-19 Protocols:
If attendance goal is reached the school wide attendance chart gets shaded in. At the end of each

term if school makes goal then some big incentive school wide pizza party, silent dance because you could socially distance in classrooms, ice cream party, etc.
Each grade incentive: monthly top attendance class per grade level. Create another incentive. The idea of making it important and students seeing how hard work pays off.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

Address the chronic absenteeism in the two groups with highest numbers ELL and Socioeconomically disadvantaged.

Strategy/Activity

Look into implementing the following items when we return to a traditional school schedule without LosAl@home and Covid-19 Protocols:

Implementing a “Check and Connect” intervention model would be great especially with these unprecedented times; home life is ever changing for some; students are feeling disconnected from school; students are struggling with the new learning environments.

The idea that a student mentor rep Checks students’ absence, tardies, behavior referrals systematically. Then Connect with student to help them be a success in school through personalized intervention, help students problem solve, build skills and more confidence in learning.

The rep serves as a liaison to between home and school building constructive family-school relationships.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

This is a new goal based on the 2019/2020 school dashboard for LAE.

Briefly 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 Subject

Decrease Suspensions

LEA/LCAP Goal

The goal at LAE is to decrease the amount of suspensions that we have at the school site, especially in our minority and socially economic categories.

Goal 2

Our school goal is to reducing negative behaviors; specifically the major behaviors that lead to suspensions. We want to reduce the amount of suspensions that we have at LAE because of student safety and loss of educational time. During the 17/18 school year we had approximately 35 suspensions. During the 18/19 school year we have 16 suspensions. Our goal for the 2019/2020 school year is to have under 10 suspensions for negative behaviors. While we met this goal, based off data, the data is skewed because of the closures of schools on March 13th because of the COVID-19 pandemic.

Identified Need

Our students need to be in school each day prepared to learn and given the opportunity to grow academically and socially. While we will never get rid of all undesirable behaviors by minimizing the biggest behaviors, the behaviors that cause suspensions, we will have more time to focus on other behavior problems.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Total number of suspensions	Will be analyzed throughout the year with data at the end of the year stating if we met our goal.	By starting PBIS we expect to continue to decrease suspensions and the major behaviors that lead to suspensions.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students will be served by this strategy but our main goal is to target the students that have the behaviors that lead to suspension. These students are identified by previous suspensions or high risk activities/events that could lead to suspension.

Strategy/Activity

LAE has started a partnership with the Orange County Department of Education to implement PBIS (Positive Behavior Intervention Supports) at LAE. We are attending trainings and getting prepared to fully implement PBIS at LAE next year.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
5,820.00	LCFF 0001-0999: Unrestricted: Locally Defined PBIS team to attend trainings at OCDE
5,820.00	LCFF 0001-0999: Unrestricted: Locally Defined

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Each teacher was given the book "How To Talk So Kids Can Learn". This book is about how a teacher can reach students to get them to achieve in both academics and socially. With the implementation last year of mindfulness and implementing the ideas in this book we hope to decrease all negative behaviors, especially suspensions. We continue to explore the ideas in the book, as well as monitor student behaviors, to target interventions to decrease suspensions and negative behaviors on campus.

Strategy/Activity

We have been analyzing the book "How To Talk So Kids Can Learn" chapter by chapter. At staff meetings we go over each chapter of the book and how we can implement the ideas so that we decrease negative behaviors. We then give each teacher a summary sheet of each of the chapters to take so they can review it when they have time. We know not all teachers have time to read the book so this is an effective way to get them the critical pieces of the book to achieve our goal.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
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Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

With our high profile students, ones that have the highest possibility of being suspended, we have increased our proactive measures to work with families.

Strategy/Activity

Each of the families have had phone calls and meetings with the administration to create dialogue around how to work together to decrease the likely hood that a student is suspended. We give families things they can do at home to increase a students ability to problem solve and to not react with anger or aggression. The administration also works with the students identified as high risk of being suspended to give them strategies they can use when they are upset.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

We have partnered with JFCS (Jewish Foundation Counseling Services) for social skills development.

Strategy/Activity

The offer counseling centered around social skills two days a week to students in groups of 4-6. Students are grouped based on similar social skills needed and worked with on how to handle problems as they arise and how not to react with anger.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

10240

Title I

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

Create an inclusive campus where all of our students ethnic backgrounds are highlighted during assemblies and in classrooms.

Strategy/Activity

We have hired a Diversity, Equity and Inclusion TOSA (Teacher on Special Assignment) for the 2020/2021 school year in Los Alamitos Unified School District.

LAE has a strong Hispanic population and these students of color should see their culture being represented from learning in the classroom to recognizing important historical events, or people at the school. The same emphasis should be put into many of the subgroups on campus African American students should see themselves represented in the classroom and in the school especially key historic moments and people, our Asian American students should see themselves represented, women should be represented in class and within the school for women's history month. It's important for students to recognize themselves in their

education. We want all students to recognize and know the importance of all and how everyone contributes to the greater good. We want our students to understand Democracy and the importance of it. We want to ease their minds of fear that is spread on all sides.

How do we do this: Take advantage of the time. Many meetings and conferences are done through Zoom. Create a parent driven multicultural group to help organize events, parent talks and support groups. Have staff meetings and training on how to incorporate some of these known historic events or people in classroom and start a parent multicultural group that could assist in creating assemblies to highlight achievements of each ethnic group.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

This is the second year of this goal but this goal was stopped on March 13th, 2020 because of the COVID-19 pandemic. While school has resumed this year, without recess and lunch, where a majority of these suspensions happen, this goal can not be accurately calculated in terms of overall results of interventions.

Briefly 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 Subject

Increase CAASPP Scores for English Language Arts

LEA/LCAP Goal

Our goal is to continue to increase our ELA proficiency. In the 2016/17 school year LAE was #127 in ELA for public elementary schools in Orange County. In the 2017/18 school year LAE was #125 in ELA in Orange County and in 2018/19 LAE was #33 in Orange County for ELA. Our goal is to continue to improve our ELA proficiency levels and to continue to increase our school ranking in Orange County.

Goal 3

Implement systems to improve the ELA educational opportunities of our students and to increase proficiency.

Identified Need

The goal is for all of our students to be proficient in ELA. This is life altering for our families and we want each of our students and families to have the best chance at being academically successful in middle school, high school, and college.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP Data	Comparing this years CAASPP results to last years results.	We expect to put programs in place to have more of our students proficient this year than last year.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Interventions targeting our students that are not proficient.

Strategy/Activity

We offer interventions before school, during school and after school to help our students that are not proficient. We have a reading lab for all students not at grade level for grades K-2. This lab sees 70 students a day and over 300 students a week. We offer interventions in 3rd grade where an intervention teacher pushes into the classroom to allow for small group instruction. In 4th grade we take half the class to work on reading plus and JiJi to allow the teacher small group instruction. We also offer small group EL intervention during the day. After school we offer targeted ELA intervention using CAASPP and benchmark data to reteach standards that students did not grasp the first time.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
55,680.00	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Classroom teacher to provide ELD instruction. Intervention teachers and coordinator to provide small group support.
0.00	None Specified

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

Because of the COVID-19 crisis we do not have data from the state CAASPP testing to use in the analysis of this goal. This goal will continued to be monitoring when testing resumes in the 2020-2021 school year.

The reading lab has been shown to be highly effective. The learning lab has a graduation rate that is stunning 98% of students that receive this intervention leave 3rd grade at grade level reading proficiency. The interventions in 3rd and 4th grade have lead to significant increase on the CAASPP testing in ELA over the last two years. Because these interventions have been successful we feel confident they will continue to allow us to increase proficiency in ELA and meet this goal.

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

We have set a budget at the beginning of the year for these interventions. We stay within the stated budget while offering our students targeted, tested, and highly effective interventions.

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.

This goal is constantly being monitored based on reading data, benchmark data, and CAASPP testing data. The goal will remain the same but the way we achieve the goal is constantly changing based on student need.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Increase CAASPP Score in Math

LEA/LCAP Goal

Implement systems to improve the Math educational opportunities of our students and to increase proficiency.

Goal 4

Our goal is to continue to increase our Math proficiency. In the 2016/17 school year LAE was #82 in Math for public elementary schools in Orange County. In the 2017/18 school year LAE was #46 in Math in Orange County and in 2018/19 LAE was #37 in Orange County for Math. Our goal is to continue to improve our ELA proficiency levels and to continue to increase our school ranking in Orange County.

Identified Need

While we have seen increases in proficiency for Mathematics we still have too many students that are not grade level proficient and therefore not properly prepared for the next grade level year. We want to obtain proficiency for all of our students and ensure they are prepared for the next grade level.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP Data	Comparing the 2018/19 CAASPP Data to the 2019/2020 CAASPP data.	We expect to continue to improve the amount of students that are proficient on the Mathematics portion of the CAASPP test.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Increased use of the District Math TOSA, teacher professional development, continued focus on CGI and targeted interventions.

Strategy/Activity

We have seen significant gains in our Math CAASPP scores over the last two years. This year we want to focus on four areas to continue this growth:

1) Utilization of the District Math TOSA: We have switched models this year in terms of how we use the district TOSA. Previously, the TOSA would come into rooms and observe a lesson, give feedback or teach a similar lesson, and then move onto the next classroom. This year we are doing weekly meetings, every week, for 8 weeks that really targets increasing the teachers confidence and ability to teach math. We feel this new model will better serve our teachers and students allowing them greater opportunities for proficiency.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Teacher professional development

Strategy/Activity

Teacher Professional Development: This year we are able to analyze the district benchmarks to see exactly on which standards students are not proficient. We used this information to develop a list of standards to focus on to review. We also were able to pull questions from our Illuminate program to use in class. These questions are review of the most missed standards and allow teachers to integrate reviews in a warmup activity or review exercise.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

Renewed focus on CGI Instruction

Strategy/Activity

CGI: By focusing on increasing teachers ability to use and utilize CGI we feel we will continue to move our students forward. CGI is a district signature practice and by focusing on this practice we feel students will be better prepared for the end of the year testing.

Proposed Expenditures for this Strategy/Activity

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

Amount(s) Source(s)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

Targeted Interventions

Strategy/Activity

Interventions: We are running during school and after school interventions. Intervention groups were designed using student proficiency data from the CAASPP test, benchmark exams, and teacher recommendation. The focus of the intervention is based on the most missed standards, by students in the intervention, on these exams. We then designed intervention to reteach these standards and move our students to proficiency.

Proposed Expenditures for this Strategy/Activity

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

Amount(s) Source(s)

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

Because of the COVID-19 crisis we do not have data from the state CAASPP testing to use in the analysis of this goal. This goal will continued to be monitoring when testing resumes in the 2020-2021 school year.
The goal will be monitored mainly through district benchmark and CAASPP data. We feel that this plan will increase our level of proficiency on the 3 benchmarks as well as state testing.

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

This is utilizing the intervention funds in goals 2 and 3. No additional funds are needed. If funding was to change the amount of interventions would change accordingly (both positive and negative changes to the funding).

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.

This goal is monitored throughout the year and if the steps put into place are not found to be increasing scores the above strategies will be changed immediately.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Increase Proficiency in our English Learners Subgroup

LEA/LCAP Goal

Increase EL Proficiency on the CAASPP Testing.

Goal 5

To put interventions in place to increase the ability for our English Learners to achieve proficiency on the end of the year state CAASPP testing.

Identified Need

This is our fastest going subgroup and our lowest subgroup on end of the year CAASPP Testing.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP Testing	Comparing the 2018/2019 CAASPP data to the 2020/2021CAASPP Data	Increase proficiency for our EL students.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Targeted Interventions

Strategy/Activity

We have our intervention specialists running targeted interventions on concepts and vocabulary that will help our EL students gain proficiency. We believe that part of the hinderance to proficiency comes from reading passages and not understanding the vocabulary used in the passages and questions. Each grade level has interventions based on specific needs for the students in the group.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Increase teachers ability to teach our EL population during the school day.

Strategy/Activity

We have after school trainings to enhance our teachers ability to work with our EL subgroup. These interventions are lead by district specialists, administrators and teachers. The goal is to increase the amount of tools and ability of our teachers to target and educate this subgroup.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

This was a new goal for the 2019/2020 school year and because of the COVID-19 pandemic we did not get data on the CAASPP testing to use to see if improvements were made in this area. This goal will continue and be analyzed as we restart testing in the 2020/2021 school year.

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$77,560.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I	\$10,240.00

Subtotal of additional federal funds included for this school: \$10,240.00

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

State or Local Programs	Allocation (\$)
LCFF	\$11,640.00
LCFF - Supplemental	\$55,680.00
None Specified	\$0.00

Subtotal of state or local funds included for this school: \$67,320.00

Total of federal, state, and/or local funds for this school: \$77,560.00

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

Expenditures by Funding Source

Funding Source	Amount
LCFF	11,640.00
LCFF - Supplemental	55,680.00
None Specified	0.00
Title I	10,240.00

Expenditures by Budget Reference

Budget Reference	Amount
0001-0999: Unrestricted: Locally Defined	11,640.00
1000-1999: Certificated Personnel Salaries	55,680.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
0001-0999: Unrestricted: Locally Defined	LCFF	11,640.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	55,680.00
	None Specified	0.00
	Title I	10,240.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 2	21,880.00

Goal 3

55,680.00

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:

2 School Principal

2 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

Name of Members	Role
Gary Willems	Principal
Debroah Kaub	Classroom Teacher
Jennifer Everman	Classroom Teacher
Tamara Smith	Other School Staff
Li Yang	Parent or Community Member
Brittany Hollar	Parent or Community Member
Autumn Bignami (GATE)	Parent or Community Member
Betsabet Mendez Morales (ELAC)	Parent or Community Member
Amanda Armaderiz	Parent or Community Member
Jeri Barber	Parent or Community Member
Kiele Kasiano	Parent or Community Member
Carlos Pelayo	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

English Learner Advisory Committee

Special Education Advisory Committee

Gifted and Talented Education Program Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on January 7th, 2021.

Attested:



Principal, Gary Willems on

SSC Chairperson, Brittany Hollar on

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 process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

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 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 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

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

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

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

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

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

Description

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

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. 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 Stakeholder 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.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

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

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

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.

Goal

State the goal. 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 one that is **S**pecific, **M**asurable, **A**chievable, **R**ealistic, and **T**ime-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.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

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 California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal 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.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school’s identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school’s identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

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

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and 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 TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. 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.

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 Education Code, 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.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal 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.]

Annual Review

In the following 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.

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. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or 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.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and 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 CSI, TSI, and 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 and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria 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.

Budget Summary

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

- **Total Funds Provided to the School Through the Consolidated Application:** 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 federal funds for CSI should complete the Budget Summary 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.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

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 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); and
 - 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; and
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
 - 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 local educational agency (may include funds allocated via the ConApp, federal funds for CSI, 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 Stakeholder 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: S 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 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement 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 stakeholders (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 (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (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/policy/elsec/leg/essa/guidanceusesinvestment.pdf>);
3. Be based on a school-level needs assessment (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 (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.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned 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" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceusesinvestment.pdf>.)

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

Additional Targeted Support and Improvement

A school identified 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 (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 Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified 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.

Appendix C: Select State and Federal Programs

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

Programs included on the Consolidated Application: <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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