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	1/26/23	March 22, 2022

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 Al 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 Al USD are diverse, high-achieving, and contribute greatly to the District's culture of

excellence. Los Al 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.

Table of Contents

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, in previous years. Instead, Los Alamitos Elementary School relied on district benchmark data and teacher observations of regressions to develop its academic goals for the 2021/2022 school year. The benchmark data showed that LAE increased test scores by 17 points in ELA and Math combined. During the 2021-2022 CAASPP Testing resumed and we were able to use that data to gauge how the Covid-19 pandemic had affected our students academically, design interventions, and fill in any gaps in learning that had occurred during the pandemic.

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 LosAl 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. We have after school interventions 4 days a week in Math and ELA that run from January to May for our 4th and 5th grade students.

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 some of these events have been cancelled, moved to an online format, or rescheduled.

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 (online) - 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 (in-person) - 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 (in-person) - 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 and in-person) - 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) 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.

<u>Funding</u>

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.

Educational Partner 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, in December 2022 and January 2023, 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 have adopted 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 2020/2021 school year and was completed during the 2021/2022 school year, and fully adopted in the 2022-2023 school year. We are piloting a new Science curriculum in the 2022-2023 school year. This is to bring our curriculum in alignment with the NGSS standards and will be fully implemented in the 2023-2024 school year. There are no other resource inequities at LAE.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Group	Percent of Enrollment			Number of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
American Indian	0%	%	%	0		
African American	2.88%	3.2%	3.02%	21	22	20
Asian	15.38%	16.0%	15.08%	112	111	100
Filipino	2.34%	2.2%	1.51%	17	15	10
Hispanic/Latino	38.6%	37.6%	41.93%	281	260	278
Pacific Islander	1.37%	1.6%	1.21%	10	11	8
White	28.16%	27.3%	24.28%	205	189	161
Multiple/No Response	10.85%	11.1%	10.26%	79	77	68
			Total Enrollment	728	692	663

Student Enrollment
Enrollment By Grade Level

Grade	Number of Students		
	19-20	20-21	21-22
Kindergarten	129	110	119
Grade 1	113	107	92
Grade 2	119	108	110
Grade3	124	111	110
Grade 4	125	124	105
Grade 5	118	132	127
Total Enrollment	728	692	663

Conclusions based on this data:

1. LAE's African American and Hispanic population has declined (from 2.88% to 3.2% and 38.6% to 41.93%respectively). Our African American population is still higher than the Orange County Elementary School average of 1.8%.

2. LAE's enrollment continues to decline with a loss of 65 students from 19-20 to 21-22. This aligns with the enrollment decline seen throughout Orange County and the State.

3. LAE's largest demographic continues to be hispanic/latino with 278 (41.93%) 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**		
	19-20	**20-21**	**21-22**	**19-20**	**20-21**	**21-22**
English Learners	63	51	47	8.7%	7.40%	7.1%
Fluent English Proficient (FEP)	54	52	53	7.4%	7.50%	8.0%
Reclassified Fluent English Proficient (RFEP)	0	0		0.0%	0.00%	

Conclusions based on this data:

1. LAE's EL population dropped from 19-20 to 20-21 and again in 21-22. We expect this number to continue to slowly increase as the percentage of LAE's Hispanic population continues to grow.

2. LAE's FEP population has slowly increased 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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	121	112	110	120	0	109	120	0	109	99.2	0.0	99.1
Grade 4	111	125	107	108	0	107	108	0	107	97.3	0.0	100.0
Grade 5	115	125	124	115	0	124	115	0	124	100	0.0	100.0
All Grades	347	362	341	343	0	340	343	0	340	98.8	0.0	99.7

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

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students												
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	2504.		2487.	61.67		55.05	20.83		20.18	10.00		15.60	7.50		9.17
Grade 4	2544.		2511.	55.56		39.25	27.78		34.58	12.04		14.02	4.63		12.15
Grade 5	2562.		2555.	45.22		38.71	33.04		34.68	14.78		19.35	6.96		7.26
All Grades	N/A	N/A	N/A	54.23		44.12	27.11		30.00	12.24		16.47	6.41		9.41

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	55.00		39.45	34.17		51.38	10.83		9.17
Grade 4	52.78		28.04	40.74		63.55	6.48		8.41
Grade 5	52.17		28.23	40.00		66.94	7.83		4.84
All Grades	53.35		31.76	38.19		60.88	8.45		7.35

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Producing clear and purposeful writing								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	18-19	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**
Grade 3	46.67		39.45	46.67		51.38	6.67		9.17
Grade 4	38.89		37.38	53.70		53.27	7.41		9.35
Grade 5	47.83		37.90	44.35		53.23	7.83		8.87
All Grades	44.61		38.24	48.10		52.65	7.29		9.12

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Demonstrating effective communication skills								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	18-19	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**
Grade 3	44.17		22.94	50.83		73.39	5.00		3.67
Grade 4	45.37		16.82	52.78		73.83	1.85		9.35
Grade 5	31.30		20.97	65.22		71.77	3.48		7.26
All Grades	40.23		20.29	56.27		72.94	3.50		6.76

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Research/Inquiry Investigating, analyzing, and presenting information								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	18-19	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**
Grade 3	59.17		33.94	33.33		54.13	7.50		11.93
Grade 4	53.70		23.36	38.89		65.42	7.41		11.21
Grade 5	45.22		23.39	44.35		70.16	10.43		6.45
All Grades	52.77		26.76	38.78		63.53	8.45		9.71

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. Because of the the lack of testing in 2019/2020 and 2020/2021 school years 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. During the 22-22 School Year, when testing resumed LAE students showed declines in both ELA and Math. This was in line with the decrease of proficiency seen throughout Orange County, the State, and Nation.

3. LAE needs to continue to improve as the percentage of students not proficient increased from 6.41% to 9.41% on the 21-22 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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	121	112	110	120	0	109	120	0	109	99.2	0.0	99.1
Grade 4	111	125	107	108	0	106	108	0	106	97.3	0.0	99.1
Grade 5	115	125	124	115	0	124	115	0	124	100	0.0	100.0
All Grades	347	362	341	343	0	339	343	0	339	98.8	0.0	99.4

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

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	2503.		2487.	54.17		44.95	31.67		32.11	8.33		16.51	5.83		6.42
Grade 4	2544.		2517.	48.15		30.19	33.33		45.28	15.74		15.09	2.78		9.43
Grade 5	2569.		2546.	51.30		35.48	17.39		25.81	22.61		26.61	8.70		12.10
All Grades	N/A	N/A	N/A	51.31		36.87	27.41		33.92	15.45		19.76	5.83		9.44

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	72.50		53.21	20.83		42.20	6.67		4.59
Grade 4	67.59		41.51	26.85		48.11	5.56		10.38
Grade 5	53.91		39.52	33.04		47.58	13.04		12.90
All Grades	64.72		44.54	26.82		46.02	8.45		9.44

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	54.17		43.12	37.50		50.46	8.33		6.42
Grade 4	44.44		30.19	51.85		59.43	3.70		10.38
Grade 5	37.39		30.65	52.17		57.26	10.43		12.10
All Grades	45.48		34.51	46.94		55.75	7.58		9.73

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	62.50		42.20	30.83		53.21	6.67		4.59
Grade 4	50.93		30.19	43.52		57.55	5.56		12.26
Grade 5	33.04		25.81	55.65		63.71	11.30		10.48
All Grades	48.98		32.45	43.15		58.41	7.87		9.14

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. 3rd, 4th, and 5th Grades mean scores all decreased on the CAASPP Exam showing the extent of the COVID-19 pandemic on our students being proficient.

2. The percent of students that were "standard not met" or "standard nearly met" increased in all grade levels.

3. The percentage of students where 'standard was not met' increased from 5.83% to 9.44%

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**		
	18-19	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**
K	1464.9	*	1441.6	1446.9	*	1443.7	1507.0	*	1436.7	15	9	15
1	*	*	*	*	*	*	*	*	*	7	7	8
2	*	*	*	*	*	*	*	*	*	7	*	6
3	*	*	*	*	*	*	*	*	*	4	8	*
4	*	*	*	*	*	*	*	*	*	10	6	6
5	*	*	*	*	*	*	*	*	*	5	8	6
All Grades										48	41	44

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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**		
	18-19	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**
K	40.00	*	13.33	40.00	*	46.67	20.00	*	40.00	0.00	*	0.00	15	*	15
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	25.00	12.50	15.91	52.08	42.50	47.73	18.75	25.00	31.82	4.17	20.00	4.55	48	40	44

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

	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**		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	33.33	*	26.67	33.33	*	40.00	33.33	*	20.00	0.00	*	13.33	15	*	15
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	31.25	20.00	38.64	43.75	47.50	31.82	20.83	10.00	22.73	4.17	22.50	6.82	48	40	44

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

	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**		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	53.33	*	13.33	33.33	*	26.67	13.33	*	60.00	0.00	*	0.00	15	*	15
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	27.08	10.00	13.64	45.83	40.00	27.27	22.92	22.50	54.55	4.17	27.50	4.55	48	40	44

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Domain Percentage of Students by Domain Performance Level for All Students											
Grade Level	**Well Developed**			**Somewhat/Moderately**			**Beginning**			**Total Number of Students**		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	40.00	*	40.00	60.00	*	60.00	0.00	*	0.00	15	*	15
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	33.33	25.00	45.45	64.58	55.00	52.27	2.08	20.00	2.27	48	40	44

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Speaking Domain Percentage of Students by Domain Performance Level for All Students											
Grade Level	**Well Developed**			**Somewhat/Moderately**			**Beginning**			**Total Number of Students**		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	13.33	*	13.33	73.33	*	60.00	13.33	*	26.67	15	*	15
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	29.17	22.50	31.82	56.25	55.00	45.45	14.58	22.50	22.73	48	40	44

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

	Reading Domain Percentage of Students by Domain Performance Level for All Students											
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	20.00	*	13.33	80.00	*	86.67	0.00	*	0.00	15	*	15
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	18.75	5.00	13.64	66.67	57.50	70.45	14.58	37.50	15.91	48	40	44

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

	Writing Domain Percentage of Students by Domain Performance Level for All Students											
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	80.00	*	40.00	20.00	*	60.00	0.00	*	0.00	15	*	15
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	52.08	27.50	27.27	45.83	47.50	70.45	2.08	25.00	2.27	48	40	44

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. While the number of of students is small (2.2%) 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

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

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

2021-22 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
663	**32.0**	**7.1**	Students whose well being is the responsibility of a court.
Total Number of Students enrolled in Los Alamitos Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2021-22 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	47	7.1
Foster Youth		
Homeless	10	1.5
Socioeconomically Disadvantaged	212	32.0
Students with Disabilities	91	13.7

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	20	3.0
American Indian		
Asian	100	15.1
Filipino	10	1.5
Hispanic	278	41.9
Two or More Races	68	10.3
Pacific Islander	8	1.2
White	161	24.3

Conclusions based on this data:

1. Socio-Economic Disadvantaged continues to be our largest subgroup at LAE. This group has risen 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 no students currently in this category.

School and Student Performance Data

Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

2022 Fall Dashboard Overall Performance for All Students

Academic Performance

English Language Arts

Very High

Mathematics

High

English Learner Progress

No Performance Level

Academic Engagement

Chronic Absenteeism

High

Conditions & Climate

Suspension Rate

Medium

Conclusions based on this data:

1. Chronic Absenteeism is in the high stage 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 medium and 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., fully implementing it in 2022-2023 school year. The hope for PBIS is to reduce the number of negative

behaviors and suspensions. SO far this year we have seen a drastic decrease in all behavioral problems at LAE including suspensions.

3. LAE continues to excel in Academic Performance for both ELA and Mathematics and won the 2021 National Blue Ribbon Award for Closing the Achievement Gap.

School and Student Performance Data

Academic Performance
English Language Arts
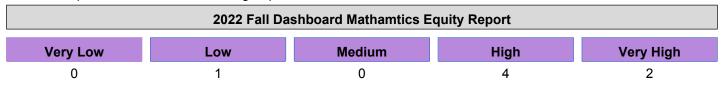
Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).
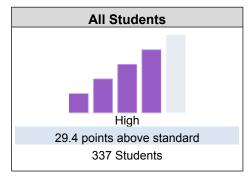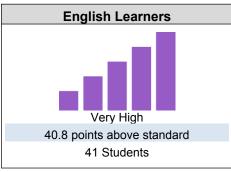
Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard English Language Arts Equity Report

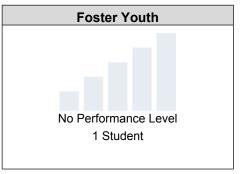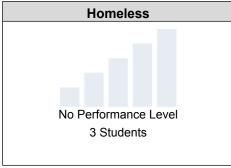| Very Low	Low	Medium	High	Very High
0	1	0	3	3

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

2022 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Very High	Very High	No Performance Level
45.8 points above standard	47.0 points above standard	1 Student
338 Students	41 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	High	Low
3 Students	31.1 points above standard	19.1 points below standard
	116 Students	55 Students

2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American

No Performance Level

2.0 points above standard

11 Students

American Indian

Asian

Very High

85.1 points above standard

58 Students

Filipino

No Performance Level

6 Students

Hispanic

High

30.2 points above standard

136 Students

Two or More Races

Very High

58.7 points above standard

32 Students

Pacific Islander

No Performance Level

5 Students

White

High

43.6 points above standard

89 Students

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

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner

7.9 points below standard

14 Students

Reclassified English Learners

75.5 points above standard

27 Students

English Only

42.8 points above standard

282 Students

Conclusions based on this data:

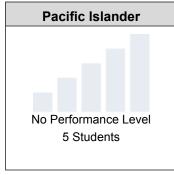1. English Language Learners are lower on the ELA full dashboard when compared to their peers.

2. All English Language Arts scores by Race/Ethnicity are in the high or very high categories on the dashboard.

3. Current English Learners are 7.9 points below standard but did increase by 7 points this year compared to last year. Reclassified students are 75.5 points above standard.

School and Student Performance Data

Academic Performance
Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Mathamtics Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**
0	1	0	4	2

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

2022 Fall Dashboard Mathematics Performance for All Students/Student Group	
All Students	**English Learners**	**Foster Youth**
High	Very High	No Performance Level
29.4 points above standard	40.8 points above standard	1 Student
337 Students	41 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Level	High	Low
3 Students	13.9 points above standard	28.1 points below standard
	115 Students	54 Students

2022 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American

No Performance Level

16.4 points below standard

11 Students

American Indian

Asian

Very High

76.4 points above standard

58 Students

Filipino

No Performance Level

6 Students

Hispanic

High

10.5 points above standard

136 Students

Two or More Races

High

30.4 points above standard

32 Students

Pacific Islander

No Performance Level

5 Students

White

High

26.6 points above standard

89 Students

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

2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner

9.6 points above standard

14 Students

Reclassified English Learners

56.9 points above standard

27 Students

English Only

25.6 points above standard

281 Students

Conclusions based on this data:

1. English Learners and SocioEconomic Disadvantaged both tested in the high and very high performance band on the dashboard.

2. The Hispanic subgroup on the performance by race/ethnicity was the only subgroup that remained in the green band in 20-21 and has moved to the high band in 22-23.

3. LAE needs to focus on Students with Disabilities as this is the only category marked below High on the dashboard.
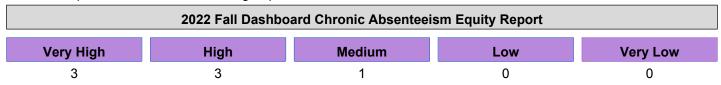
School and Student Performance Data

Academic Performance
English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

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

2022 Fall Dashboard English Learner Progress Indicator
English Learner Progress
No Performance Level
53.8 making progress towards English language proficiency
Number of EL Students: 26 Students
Performance Level: No Performance Level

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

2022 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**
15.4%	30.8%	0.0%	53.8%

Conclusions based on this data:

1. We did not have enough students for this to be a performance band.

2. 8 students maintained and ELPIU level of 1, 2L, 2H, 3L or 3H

3. 14 students progressed at least one ELPI level

School and Student Performance Data

Academic Performance
College/Career Report

College/Career data provides information on whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. College/Career data was not reported in 2022.

Conclusions based on this data:

1. There is no data in these tables to be able to make any conclusions.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

Very High	High	Medium	Low	Very Low

Lowest Performance   Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Chronic Absenteeism Equity Report				
Very High	**High**	**Medium**	**Low**	**Very Low**
3	3	1	0	0

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.

2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
High	High	No Performance Level
16.4% Chronically Absent	11.8% Chronically Absent	Less than 11 Students
694 Students	51 Students	3 Students
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Level	Very High	Very High
63.6% Chronically Absent	23.6% Chronically Absent	27.1% Chronically Absent
11 Students	237 Students	118 Students

2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

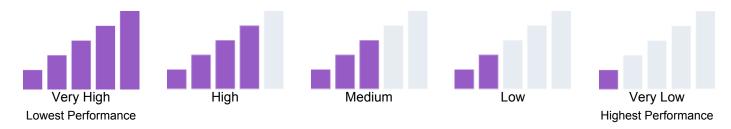| African American	American Indian	Asian	Filipino
No Performance Level		Medium	No Performance Level
14.3% Chronically Absent		5.7% Chronically Absent	Less than 11 Students
21 Students		105 Students	10 Students

Hispanic	Two or More Races	Pacific Islander	White
High	Very High	No Performance Level	High
18.7% Chronically Absent	23.4% Chronically Absent	Less than 11 Students	13.2% Chronically Absent
289 Students	94 Students	8 Students	167 Students

Conclusions based on this data:

1. Students with Disabilities is in very high band for the full dashboard. English Learner's are in the high 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 very high. It will be an area of continued focus for LAE.

3. By focusing on students with disabilities, EL's, and Two or more races LAE hopes to approve attendance this year.

School and Student Performance Data

Academic Engagement
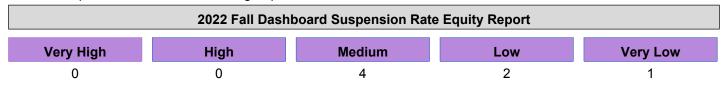## Graduation Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Graduation Rate Equity Report

Very Low	Low	Medium	High	Very High

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

2022 Fall Dashboard Graduation Rate for All Students/Student Group

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

2022 Fall Dashboard Graduation Rate by Race/Ethnicity

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

Conclusions based on this data:

1. There is no data in these tables to base conclusions off of.

School and Student Performance Data

Conditions & Climate
Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

Very High	High	Medium	Low	Very Low

Lowest Performance   Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Suspension Rate Equity Report

Very High	High	Medium	Low	Very Low
0	0	4	2	1

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.

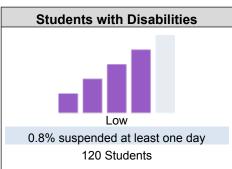| 2022 Fall Dashboard Suspension Rate for All Students/Student Group |
|---|

All Students	English Learners	Foster Youth
Medium	Very Low	No Performance Level
1.4% suspended at least one day	0% suspended at least one day	Less than 11 Students
701 Students	51 Students	3 Students

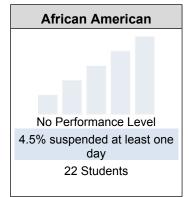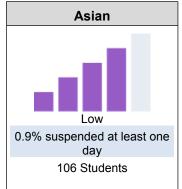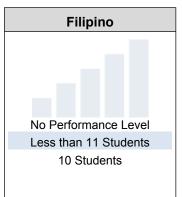| Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Medium	Low
0% suspended at least one day	2.5% suspended at least one day	0.8% suspended at least one day
11 Students	239 Students	120 Students

2022 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Level		Low	No Performance Level
4.5% suspended at least one day		0.9% suspended at least one day	Less than 11 Students
22 Students		106 Students	10 Students

Hispanic	Two or More Races	Pacific Islander	White
Medium	Medium	No Performance Level	Medium
1.4% suspended at least one day	1.1% suspended at least one day	Less than 11 Students	1.8% suspended at least one day
290 Students	95 Students	8 Students	170 Students

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% overall.

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

Exemplary Teaching and Learning

LEA/LCAP Goal

Our goal is to provide a high level of education to all of our students. This includes our student in the Regional Autism Program, students with IEPs, low level learners and high level learners.

Goal 1

To increase our academic achievement of all of our students on the district benchmark exams and end of the year CAASPP testing. We want to increase and improve the number of students who are proficient in English Language Arts (ELA) and Mathematics on both metics for academics.

Identified Need

Based on the CAASPP scores, LAE can continue to improve the academic achievement of our students. We still have a significant number of students that are not proficient in ELA and Math. While this number has significantly decreased, and LAE won the 2021 National Blue Ribbon Award for Closing the Achievement Gap, our overall goal is to have 100% proficiency in Grades 3-5 in both ELA and Math.

LAE staff will analyze multiple measures with information obtained from Illuminate. Use assessments such as the district benchmarks to drive instruction. Focus on purposeful instructional as it relates to reading comprehension.Work collaboratively as teams to set specific goals for student achievement in reading. Provide interventions both during and after school. Use higher level thinking strategies such as shared inquiry.

Ensure student mastery of district mathematics standards, with an emphasis on algebraic thinking and problem solving skills.

Objective: All students performing below proficiency will increase achievement by moving to the next proficiency level. All students at or above proficiency will maintain achievement or increase by one level as measured by the results of district benchmark assessments in grades K-5 and end of the year CAASPP Assessments for grade 3-5.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP Data for LAE	We currently have benchmark data for 2020-2021 school year and CAASPP data or the prior 3 years.	By focusing on exemplary teaching and learning we should be able to continue to improve the academic success of students. We also want to increase the social and emotional intelligibility of our 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)

Use teaching strategies to enhance reading and writing comprehension skills in grades K-5. Use reader's workshop, shared inquiry, depth and complexity, and thinking maps.

Strategy/Activity

Los Alamitos Unified School District focuses on Depth and Complexity as well as Thinking Maps for our district signature practices. LAE also utilizes Depth and Complexity and Thinking Maps to enhance a reading and writing readers workshop use don Lucy Calkins research and programs.

We focus on explicit reading and writing instruction. We utilize a diverse range of reading topics as well as a mixture of fiction and non-fictions texts. This is enhanced with Jr. Great Books which combines high quality literature, student centered discussion, and actives that support reading comprehension, critical thinking, speaking and listening, and writing. We want our students to write within and across all disciplines of learning. This includes writing about historical events, writing persuasive letters, lab reports, poems, letters to local and national leaders, and topics of their choosing abased on their the subjects of interest important to them. Utilizing Lucy Calkins philosophy of rehearsing, drafting, revising, editing, and publishing we plan to move our students forward in their writing. By focusing on high level student centered text we plan to move them forward in reading.

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)
79,478	LCFF - Supplemental 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)

Provide appropriate small group ELD instruction for English Language Learners in grades K-5.

Strategy/Activity

We strive to being all of our ELD students to proficiency and to pass teh ELPAC exam. One of teh foundations for moving our EL student forward is small group instruction. Our Small group instruction is center on the folioing principals:
- Short intervals ranging fro 10-20 minutes of intensive instruction
- Less teacher talk and more of a collaborative peer to peer learning environment.
- Utilizing instruction and lessons that are centered around topics and events that students are familiar with
- Individual coaching and intervention sessions withs students.
- Collaboration between our teachers and our parents to be able to help the students at school and at home.
- Celebrating student achievement and perserverance.

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)

Instruct reading based on the Houghton Mifflin core curriculum and assessment. This will be supplemented with shared inquiry and Junior Great Books, fiction and non-fiction board-approved titles, and Reading Plus for grades 3-5.

Strategy/Activity

Our district has recently adopted a new curriculum from Houghton Mifflin. These literacy programs are designed to support a wide variety of learners, high live, low level, EL learners, etc. with a comprehensive set of tools and resources for teachers. These materials are used in whole group instruction as well as small group instructions, targeted interventions, and are designed to help all learners achieve their academic goals. For reading and writing the curriculum gets students to use their own life experiences to create stories. The goal in the new text book adoption, February 2022, is to increase teacher collaboration, get and aligned scope and sequence in our grade levels, and propel our students forward.

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)

Teach strategies and skills for all math strands using the district-adopted Math Expressions math series.

Strategy/Activity

While teachers have many things that they can use as resources our current text book adoption of Math Expressions. Students receive workbooks and the teachers have a pacing guide in which to help move their students towards 100% proficiency in math.

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)

Continue to use and train with the Cognitively Guided Instruction (CGI) philosophy on math problem solving. Continue to support the professional coaching and dialogue model for staff development.

Strategy/Activity

Cognitively Guided Instruction (CGI) is a student centered approach to teaching math. It starts with taking into account what students already know and then builds on their number sense and intuitive approaches to problem solving. Rather than a math program or curriculum, CGI is way listening to students, asking questions, and engaging with students thinking. The goal is to uncover and expand our students mathematical understanding.

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: 2021-22

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 as well as the district benchmarks for the 2020-2021 and 2021-2022 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.

N/A

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

This gaol will be measured during the three district benchmarks, two grading periods, and end of the year CAASPP testing. Based on these assessments LAE will make changes to this goal in order to ensure all students are fully prepared for their next grade level.

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

Exemplary Student Outcomes

LEA/LCAP Goal

Utilizing targeted interventions and a new ELA text book adoption in order to move our students to proficiency and adequately prepare them for middle school. In addition we want to increase test scores in Math for all of our students utilizing Cognitive Guided Instruction (CGI).

Goal 2

Increase ELA proficiency by utilizing a new text book and teacher resource program adoption and targeted interventions in order to increase academic success for our students.

Identified Need

Los Alamos Unified School District adopted and will implement a new ELA text book and resource program during the 2021-2022 school year. The last text book adoption did not meet the states requirements for our English Language Learners. Teachers were left to meet the needs of this demographic without text book support. The new Huffington Millington adoption address the needs of LAE English Language Learners. This is one LAE's fastest growing subgroups. The adoption is to starting February fo 2022 with teachers trainings and support for the new program. LAE will also continue our targeted Reading Intervention Program that services over 300 students, roughly 40% of our student population, to make them proficient in reading by third grade. This year we have fully implemented the HMH textbook adoption.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP and Benchmark Data for LAE	We currently have benchmark data for the 2019-202 and 2020-2021 school year and CAASPP data for the prior 3 years.	By focusing on exemplary teaching and learning we should be able to continue to improve the academic success of students. We also want to increase the social and emotional intelligibility of our 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)

The text book and program adoption from Huffington Millington focus on increasing the ELA and Reading proficiency of all of our students.

Strategy/Activity

There were 5 main goals for the text book adoption for the Los Alamitos Unified School District:

1. It both creates and reflects culture and identity.

We wanted a ELA adoption that reflected the culture of our district and elementary schools. This means it had to align to our student body, teachers current strategies for ELA, and the needs of the overall community.

2. It keeps up with a changing world.

Text book adoptions are extremely expensive. We wanted to ensure that this text book adoption came with programs that could be used in todays classrooms as well as the classrooms of the future. With the online resources we feel this adoption will change and grow as our needs do in the coming years.

3. It makes learning (and teaching) consistent.

Consistency happens when students inside of schools and districts can expect to walk away with the same set of skills, whether their teacher is a veteran in the profession or a newer teacher. With this adoption we feel we are better able to address the needs of all teachers an align curriculum to have students learn the same fundamental knowledge in each grade level.

4. It opens the doors for collaboration.

This adoption will help drive collaboration between academic grade level teams as they dissect the new material and plan on how they will teach the material. By aligning grade level teams we can create an environment that is more conducive to move students forward academically.

5. It provides measurable targets.

Everything you do in a school should be measurable to ensure it is beneficial to students and the school community. Since this is a large amount of the districts budget we must ensure that it is moving students forward and that we can make changes to the material to drive continued success.

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)
79,478	LCFF - Supplemental 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)

The targeted interventions focus on our non-proficient ELA learners.

Strategy/Activity

The Learning Lab at Los Alamitos Elementary (LAE) is a key component in insuring that all students are given the additional resources and supports needed to help them meet grade level standards. Our Learning Lab offers early intervention in reading for grades Kindergarten through third grade. Our tier I and II intervention programs are evidence based and align with the classroom's foundational skills. Our goal is to be a true double dose of skills that are scaffold and explicitly taught to move students towards grade level proficiency. LAE's reading intervention program follows the Reading Foundations from the Common Core and the California Dyslexia's Guidelines. Our Learning Lab team includes the school site's Reading Specialist along with five credentialed teachers. All our intervention teachers obtain ongoing professional development with our district's TOSA and is coached by our Reading Specialist. Throughout the year, our Reading Specialist works closely with classroom teachers and other school specialist to provide the most targeted and differentiated instruction to meet the needs of all students. The goal is to build capacity and connection between Learning Lab, the classroom, and everyone who is involved in the daily school life of our students.

Students are recommended to attend our reading intervention program in Learning Lab through multiple formative assessments. We look at classroom data, grade level benchmarks, and Fountas and Pinnell reading benchmark assessments. Students who qualify are given a pre and a post phonics assessment to track progress. These assessments also become the driving force of our instruction. The Learning Lab at LAE runs three eight-week sessions. Each session is four days a week for forty minutes. Each group has no more than four students and the most at risk receive one-on-one instruction. On average, our program services 70 plus students a day. We focus heavily on kindergarten and first grade in our groupings because we know early intervention is key. By second grade on average we are cleaning up skills where there are holes. Because of the success of our early intervention less than one percent of our student who attend Learning Lab are third graders.

Our reading intervention utilizes a structured literacy approach that follows our district's best practices of Reading Foundations in the Common Core (RFCC). Our teaching is direct, explicit, systematic, cumulative, and diagnostic. Our Learning Lab provides a solid foundation in phonological awareness, letter knowledge, letter/sound relationships, spelling patterns, high frequency word study, Shared and Guided reading. We use a multisensory approach, utilizing visualization, auditory, and kinesthetic strategies to meet the needs of all types of learners. Our groups are flexible and dynamic. This allows for instructional modifications based on observation and on demand needs. This helps maximized our instructional times and identifying key strategies to move students towards grade level. We utilize the Fountas and Pinnell Leveled Literacy Books during our reading portion. Through these books, we can observe reading behaviors and the strategic actions taken by our students. We can then provide on demand word solving strategies to promote growth in reading and help them move towards proficiency.

After school intervention is offered for students in third through fifth grade in ELA and Math. This intervention is targeted instruction based on the Common Core Standards. Students are identified based on their CAASPP results and district Benchmarks. For each grade level, these assessments were analyzed by standards. The five most missed standards based on student answers were identified. These standards became the basis of our intervention. Each session was four weeks and average twelve students per group. Pre-tests and post tests were given for each standard to chart progress and monitor mastery.

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)

Increase Math test scores utilizing Cognitive Guided Instruction (CGI), professional development and interventions.

Strategy/Activity

Teacher professional development

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.

Renewed focus on CGI Instruction

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. Los Alamos Unified School District also has a Math Teacher on Special Assignment (TOSA) that runs trainings for all teachers in their first 5 years in Los Alamitos Unified School District. In addition to full day trainings and after school trainings the TOSA also spends time pushing into classrooms to help teachers improve their abilities to use and implement CGI.

Targeted Interventions

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)

Strategy/Activity 4
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.

10240	Title I

Annual Review

SPSA Year Reviewed: 2021-22

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.

There is a teacher professional development day to start the implementation of the new text book adoption. For the interventions and CGI we will use district benchmarks, CAASSP data, and quarterly assessments to see how effective the interventions are and how they can be improved throughout the 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.

None at this time

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 will have to be looked at throughout the year to ensure student success.

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

Exemplary Connections

LEA/LCAP Goal

Our goal is to increase community involvement at LAE in order to meet the social and emotional needs of our students.

Goal 3

To increase the social and emotional well being of our students through implementing Positive Behavior and Intervention Supports as well as Integrating Mindfulness and increasing mental health supports.

Identified Need

To help students through the COVID-19 pandemic and the increase in mental health issues in society in general.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Increased participation in school wide events, PTA, and our Friends of LAE (FLAE) parent groups. In addition to decrease the anxiety and emotional issues that currently are on the rise at our school.	Data on PTA, FLAE, and referrals to the mental health councilors last year compared to this year.	TO increase community partnerships and participation while decreasing the social and emotional issues that have arisen during the pandemic.

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)

As part of a high level of education we need to address the social and emotional needs for our students, especially since the CVOID-19 Pandemic.

Strategy/Activity

Investigate ways to help student socially and emotionally. As well we will be fully laughing and implementing PBIS, Positive Behavior Interventions and Supports in the 2021-2022 school year. By giving teachers better ways to move students forward, and by using PBIS to increase positive behaviors while decreasing negative behaviors, we believe we can offer our community a better education.

A big part of improving the social and emotional state of our students will be measured by PBIS. We have ROAR cards that celebrate students for doing good things. The goal is to increase positive behaviors. The ROAR cards allow us to analyze when we are seeing the best behavior, where we are seeing the best behavior, and more importantly where we are not seeing ROAR cards distributed which means it is a problem area for us to focus on. In addition, the second semester of the 2021-2022 school year we are implementing a referral system to see where/when/why we are seeing negative behaviors. This will allow us to focus on those areas and continue to increase behaviors. By increasing positive behaviors, and decreasing negative behaviors, we feel we can increase our ability to have exemplary Teaching and Learning.

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)
79,478	LCFF - Supplemental None Specified
0.00	None Specified

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Integrate Mindfulness into the school day

Strategy/Activity

For the last two years LAE has focused on Mindfulness in order to help students social and emotional needs. This included trainings focusing on how teachers can utilize mindfulness in their classrooms and purchasing books and cards that could be used for teachers to be able to learn and effectively implement Mindfulness in their classrooms. With the COVID-19 shut down we have seen an increase in mental health issues and anxiety affecting our students. By taking time each day to work on mindfulness we feel our students social and emotional needs can be met at a higher level than it was at the pre-pandemic.

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)

Increase Mental Health Services

Strategy/Activity

The COVID-19 pandemic has been linked to a rise in students emotional needs. the Los Alamitos Unified School District has hired 3 Mental Health Councilors in addition to the two that already worked in teh district. This means that LAE has 1-2 days a week with dedicated mental health support. The mental health councilor utilizes the following ways to help our students:

1. A wellness center in a former classroom where students can spend lunch on Friday's and get group emotional support and activities to help them.

2. Push-in classroom services to work with classes and help them understand how they can improve their mental health.

3. 1:1 support for students in need of support to deal with anxiety, depression, loss of a family member, or homelessness.

4. Small group support for students struggling with similar issues.

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: 2021-22

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 2021/2022 schools for perceived social and emotional needs of our students.

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

LEA/LCAP Goal

Goal 4

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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)

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 2

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 3

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 4

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)

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

LEA/LCAP Goal

Goal 5

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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)

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.

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	$248,674.00

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 - Supplemental	$238,434.00
None Specified	$0.00

Subtotal of state or local funds included for this school: $238,434.00

Total of federal, state, and/or local funds for this school: $248,674.00

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 - Supplemental	238,434.00
None Specified	0.00
Title I	10,240.00

Expenditures by Budget Reference

Budget Reference	Amount
None Specified	238,434.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
None Specified	LCFF - Supplemental	238,434.00
	None Specified	0.00
	Title I	10,240.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	79,478.00
Goal 2	89,718.00
Goal 3	79,478.00

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
Keena Vince	Classroom Teacher
Jennifer Everman	Classroom Teacher
Tamara Smith	Other School Staff
Carlos Pelayo	Parent or Community Member
Heather Tuomala	Parent or Community Member
Autumn Bignami (GATE)	Parent or Community Member
Kagna Taing (ELAC)	Parent or Community Member
Amanda Armaderiz	Parent or Community Member
Rocio 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 27th, 2021.

Attested:

	Principal, Gary Willems on 1/26/2023
	SSC Chairperson, Autumn Bignami on 1/26/2023

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.

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.

Educational Partner 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 the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **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 Educational Partner Involvement and/or Strategies/Activities).

F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to

   1. Ensure that those students' difficulties are identified on a timely basis; and

   2. Provide sufficient information on which to base effective assistance to those students.

G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.

H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: 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 (Educational Partner 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/guidanceuseseinvestment.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 (Educational Partner 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/guidanceuseseinvestment.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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