School Year: **2022-23**

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 Cerritos Middle School	56 73759 6093173	9/07/2022	

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)

The purpose of the School Plan for Student Achievement (SPSA) is to create a cycle of continuous improvement of student performance, and to ensure that all students succeed in reaching academic standards. Site principal, staff, leadership team, and parents are actively involved in the process. All decisions are based on careful analysis and reflection and are a part of the on-going process of improving student learning.

MISSION STATEMENT: The mission of Los Cerritos Middle School is to promote a safe, engaging, and academically demanding environment where all students challenge themselves to meet high personal and scholastic standards.

Los Cerritos Middle School understand, value, and address the complex social, emotional, and physical needs of middle school students. Working as partners with their parents, we guarantee them a quality education through a varied, comprehensive, and rigorous curricular and extra-curricular program designed to nurture ethical citizens and life-long learners. We continually strive to improve the learning environment and programs for all students. Our standardized test scores and proficiency levels are among the top in English and Math in CVUSD and the county. Our school is unique among middle schools because it offers innovative programs specifically designed for the changing needs of our middle school students.

Our teachers believe in constant growth and development of the teaching practice. This belief is an integral part of the school as our teachers use collaboration time every Tuesday from 1:55 pm to 3:10 pm to work within their content area and with other content areas to develop the most innovative and engaging lessons for students. In addition, we are a Professional Development School (PDS) with California Lutheran University. This partnership benefits Los Cerritos Middle School in various ways. As we host Teacher Candidates during their middle school semester of student teaching, these Teacher Candidates work collaboratively with our teachers and become assistant teachers in the classroom. Additionally, we work with CLU Professors to remain on the

cutting edge of the best practices that teachers are developing at the university level. This partnership, along with our site collaboration time, allows our school to develop effective, research based teaching methods including Problem Based Learning (PBL), Project ACT (active collaborative transformative teaching and learning), Stanford University Writing and Constructive Conversation Model, and other various differentiation techniques.

Our staff is committed to creating an educational environment that we would seek for our own children. In order to support the continued growth of the students at Los Cerritos, we have incorporated two cornerstone programs and adapted them to meet the needs of our students and families. We strive to know our students' strengths and areas for improvement and have formalized reporting mechanisms to help measure, monitor, and intervene to help all student reach their potential. Our Response-to-Intervention (RtI2)/MTSS program offers targeted re-teaching of concepts for struggling students while offering enrichment opportunities and teacher directed study halls to those who are meeting curricular expectations. Each method enables us to diagnose individual student progress and school-wide progress to address the needs of individual students. The safety and security of our students is paramount. Our leadership team and teachers have incorporated the CHAMPS model to create a positive behavior support and management program based on teachers building and implementing a proactive and positive approach to classroom management, adopting common language among staff to address issues, and a focus on continuous improvement. The Ventura County Office of Education has named Los Cerritos a model program in our county based on our commitment to the CHAMPs program.

Los Cerritos Middle School intends to find a niche for every leopard. It is our desire to know every student and to offer a meaningful activity that addresses his or her natural propensities. Our performing arts program features an award winning choir, band, and orchestra encompassing over half our student body. The Los Cerritos Leadership Program highlights three unique classes allowing students an opportunity to develop student-based activities while working to create a school environment that is supportive, nurturing, and fosters the "leopard" spirit. Opportunities for students to connect are widespread based on student-interest, which allows all students to find a meaningful and positive school connection.

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.

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

*A comprehensive needs assessment (pursuant to ESSA)
*Analysis of verifiable state data, consistent with state priorities, including state-determined long term
goals
*May include local data
*An identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals

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

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

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).

Los Cerritos Middle School conducted the annual LCAP Survey for parents, students, and all certificated staff members. Students completed the survey in individual classrooms while parents and staff members were provided access online through our school and district websites. Students in grades 7-8 (478), certificated (9), and parents (129) participated in the survey. Parents reported that school has trusted adults their student can talk to for help (90 %), they feel welcome at school (85%), feel informed about my child's academic progress (89%), and feel that LCMS is physically safe (91%). The majority (83.4%) of students reported like being at LCMS, stated that classroom rules and ways of doing things are fair (83%), and that teachers believe all students can do well (95%). Students stated that the following instructional strategies are preferred: Small group activities, group projects, and art/drama activities. Certificated staff report that students and staff feel safe (100%), the school climate is conducive to teaching and learning (100%), and that the school climate fosters social and emotional well being (100%).

CVUSD conducts an annual LCAP Survey that is accessible through the district and each school's website. The LCAP Survey for 2021-22 reflects the following: Students in grades 4-5 (1483), 7-8 (1721), and 10-11 (1199); certificated (331) and classified staff (170); as well as parents (2439) participated in the survey.

*86% of parents saying their children enjoy coming to school
*91% of parents report that the school creates a positive environment for learning
*86% of parents report indicating that they are informed of their students' academic progress.
*87% of parents report feeling comfortable on campus and participating in school events
*83% of parents report that students' differences were treated with respect.
*96% of elementary students feel their teachers care about them
*89% of elementary students said they knew who to go to at school if they have a problem
*59% of middle school students and 68% of high school students feel comfortable going to their counselor
*88% of middle school students and 87% of high school students report that a counselor is available when needed.
*93% of certificated staff know what to look for in students experiencing depression.
*92% of certificated staff feel confident that they can meet their students' learning needs.
*87% of certificated staff feel their school's climate fosters social emotional learning for students and staff.
*79% of certificated staff feel students are engaged and motivated

Classroom Observations

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

CVUSD certificated personnel are observed over the course of the year as well as selected teachers receive an evaluation in the spring. Administrators meet with certificated and classified personnel to discuss observations, provide constructive feedback and to highlight areas of success.

CVUSD schools engage in both informal and formal classroom observations to provide feedback as well as guide instructional practices and professional learning. Following observations, administrators hold conferences with teachers to share reflections on the observations. Based on hire date, administrators conduct teacher evaluations including a key standards and elements conference based on the California Standards for the Teaching Profession (CSTP) within the first 60 days of school starting to set three goals. Progress on these goals is monitored both informally and formally throughout the year and culminates in a formal evaluation and conference. CVUSD continues to provide coaching and guidance with UDL practices in the classroom. Administrators also monitor and model best practices for considering Diversity, Equity, and Inclusion (DEI) in instructional planning and delivery. Teachers participating in the CVUSD Teacher Induction Program also meet regularly with support providers for goal-setting, observation, and reflection on alignment with the CSTP.

Informally, Principals along with Superintendent, Assistant Superintendent, and Instructional Services Directors regularly walk through classrooms to observe student learning and instruction.

Los Cerritos administration will focus on the following instructional strategies and practices during all informal and formal observations: Strategies to improve critical reading and writing skills, practices that develop academic conversation and dialogue, Universal Design for Learning strategies, use of common formative assessments, spiraling homework and assessment in all math classes, and other strategies that build academic skills, increase student engagement, and work to ensure all students can access the curriculum while reducing learning loss and lowering the achievement gap of our underrepresented student groups. For all formal evaluations, administration will conduct a Key Elements conference, working collaboratively with teachers to identify key standards, instructional strategies/practices, and the specific tools that will be used to best support student learning.

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)

CVUSD students in grades 6-8 took benchmark assessment in math during Semesters 1 & 2. Students in grade 6- 8 and 11 took the CAASPP summative assessments in both English and Math. Additionally, 11th and/or 12th grade students had the option to take the CAST exam in science. English Language Development assessments are also utilized to modify instruction and improve student achievement, including: English Language Proficiency Assessments for California (ELPAC) and curriculum-based unit and formative assessments.

Results from these assessments are used to inform instruction and establish schoolwide goals. Assessment data is analyzed by the site principal, leadership team, School Site Council, and teachers to engage in the continuous cycle of improvement. Local assessment data is also routinely analyzed through department/grade level Professional Learning Community (PLC) time. PLC's discuss local assessment alignment, student performance, best practices, and analyze student work, utilizing specific protocols and developing collective plans of action.

CVUSD began utilizing a new data management system, Mastery Connect, that allows staff to produce reports and analyze data for student strengths and weaknesses as well as item analysis for specific assessments. Students take assessments all online as part of the system. Performance data can be disaggregated and reported out by student groups, providing teachers with the opportunity to closely monitor the performance of targeted groups, including English Learners, Socio-economically Disadvantaged, Homeless, and Foster. The California Department of Education (CDE) provides a variety of data reports through their web site and DataQuest. This tool is used to produce data reports for our SPSA.

Teachers continued to use Canvas, our learning management system, to administer classroom assessments and monitor student progress. Canvas integrates with Mastery Connect to allow for administration, data analysis, and disaggregation of data. Canvas will continue to be the learning management system uniformly used moving forward.

Los Cerritos MS will offer a comprehensive RtI/MTSS Program to help support academic learning and reduce learning loss. During the 2022/23 school year, 7 three week MTSS sessions will be offered to provide needed academic intervention based on student assessments, teacher observations, and academic progress. All identified students will receive 25 minutes (twice a week) of mandatory intervention to build the academic skills necessary for a student to access the curriculum and find success. Teachers will provide informal and formal assessments to measure a student's progress during the MTSS sessions. Any student that does not require intervention will have opportunities to study or compete homework in a study hall session or select an enrichment class in an area of interest. School will continue to provide high quality Tier 1 instructional support and intervention to maximize learning and reduce learning loss.

Los Cerritos MS will also offer a comprehensive Social Emotional Learning Program providing 35 minutes of weekly instruction focusing on the CASEL (Collaborative for Academic, Social and Emotional Learning) competencies. To support the social emotional learning of all students, the Second Step Program was purchased to provide grade level lessons to be implemented in academic class on the following topics: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. LCMS will continue to focus on providing high quality Tier 1 social emotion support and intervention during the class period. To assess the social emotional needs of our students, LCMS will conduct periodic surveys/assessments in order to identify specific areas of need while providing a higher level of intervention and support (Tier 2 and 3) to students in need.

Based on the analysis of 2018-19 SBAC performance data in ELA and Math, CVUSD District assessments, and 2021-22 LCMS quarterly assessments (English, Math, Social Science, and Science), staff determined the following target areas to focus on for all students:

*All students will implement strategies and protocols to accurately analyze and interpret written and audio informational texts as evident by a 3% growth in ELA CAASPP proficiency metrics,
4% growth on CommonLIt assessments, 1 grade level growth for Read Theory benchmarks, and 4% growth on ELA writing assess

*Students will be able to make sense of mathematical problems, by reasoning both abstractly and quantitatively, and demonstrate appropriate usage of mathematical models and tools as evident by a 75% or higher class average on common unit and quarterly assessments and 3% growth in Math CAASPP proficiency metrics.

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

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

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

Teachers will continue to work on past academic target areas/goals for all students:

*All students will demonstrate improvement ability in the areas of writing, listening, and constructive conversation including, creating claims; providing supporting evidence, and responding to prompts from a variety of sources

*Teachers will use technology to help facilitate the student's ability to meet a wide variety of challenging educational expectations including: produce and evaluate data, work collaboratively with peers, produce projects that demonstrate advanced research methods while incorporating a wide variety of resources.

In addition, teachers will administer quarterly department common assessments and district summative assessments (Semester/End of Year) in order to provide students with the additional experience of utilizing technology to take assessments and gain exposure to SBAC aligned questions. The Los Cerritos academic departments (English, Math, Science, and Social Science) will carefully review all interim assessment data and develop an action plan to provide intervention and instructional support to all students who are not meeting grade level standards.

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

The Los Cerritos leadership team and teachers are committed to providing a variety of embedded assessments to help inform instruction. Currently, the LCMS staff is utilizing the following tools: CAASPP Interim Assessment Blocks, CVUSD benchmark exams, site developed benchmarks and common assessments, and teacher created test on Mastery Connect.   Within our teams, teachers are working on analyzing data in order to inform instruction, develop best practices, and help all students access learning.   Teachers will be provided with release days to examine current common assessments and work to adjust and revised these assessment based on the needs of our students.

CVUSD began utilizing a new data management system, Mastery Connect, that allows staff to produce reports and analyze data for student strengths and weaknesses as well as item analysis for specific assessments. Students take assessments all online as part of the system. Performance data can be disaggregated and reported out by student groups, providing teachers with the opportunity to closely monitor the performance of targeted groups, including English Learners, Socio-economically Disadvantaged, Homeless, and Foster. The California Department of Education (CDE) provides a variety of data reports through their web site and DataQuest. This tool is used to produce data reports for our SPSA.

Teachers continued to use Canvas, our learning management system, to administer classroom assessments and monitor student progress. Canvas integrates with Mastery Connect to allow for administration, data analysis, and disaggregation of data. Canvas will continue to be the learning management system uniformly used moving forward.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

100% of CVUSD teachers are credentialed and properly assigned.

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

CVUSD teachers are provided three (3) pupil-free work days dedicated to professional learning. These days are led and organized by district and school site leadership. CVUSD Local Control Accountability Plan (LCAP) Goal 2 is to "ensure highly qualified and effective staff are provided with targeted professional development, and have an understanding that all job responsibilities are structured to support positive student outcomes." Current LCAP actions/services focus on professional learning related to Universal Design for Learning (UDL), Diversity Equity & Inclusion practices, Social Emotional Learning, Professional Learning Communities (PLCs and Impact Teams), 1:1 Technology implementation, Core Literature, inclusive practices such as co-teaching, and other curriculum based professional learning opportunities.

From August 14-18, 2021, CVUSD teachers were provided with a range of optional, professional learning opportunities, including UDL, Social-emotional learning, Canvas, SeeSaw, trauma-informed classrooms, Math IXL, ESGI, Unique, DEI, social-emotional learning practices, and Special Education report writing. Additionally, secondary English teachers facilitated professional learning opportunities for colleagues, sharing curriculum and units built over the summer to provide continuity regarding diverse core literature titles.

On August 22nd, certificated staff participated in a districtwide Professional Learning Day. Site leadership provided a professional development based on connecting DEI and UDL, specifically diving deeper into UDL and how it aligns with practices in DEI and SEL. On November 1st, 2021 staff engaged in video and follow up discussions regarding DEI. Elementary teachers participated in ELA curriculum PLCs, while middle and high school teachers engaged in grade span or site collaboration focused on SEL. At the completion of the 2021-22 school year, all sites have received training on Gender Diverse students and affirming and supportive practices for teachers.

During the 2021-22 school year, on-going professional learning was provided by district office staff, including the district's Teachers on Special Assignment for Educational Technology, GATE, Inclusion, VAPA, SEL, UDL, and Alternative Programs. This training came in the form of weekly communications to all teachers, "virtual office hours", opportunities for teachers to schedule appointments, and larger group training on specific topics.

Additionally, selected teachers from each school site participated in T3 training on utilizing technology for learning in the classroom. Sonny Magana provided teachers with Eduprotocols and other strategies for engaging students in demonstrating learning using technology. Elementary teachers participated in a breakout group focused on strategies for elementary students as well.

In addition, during the 2021-22 school year, a cohort of secondary English teachers participated in the UCLA Center X professional development series, (De)Normalizing Literature, to develop instructional strategies for the teaching of diverse core literature titles.

All elementary and secondary counselors participated in on-going professional development on social-emotional learning with a specific emphasis on the CASEL competencies: self-management, social-awareness, self-awareness, responsible decision-making, and relationship skills. In addition, all counselors and site administration are participating in the Hatching Results professional learning series to develop a comprehensive school counseling program (TK-12) that addresses students' academic, college and career, and social-emotional development.

The CVUSD Professional Learning Hub is also available for teachers to utilize asynchronously. The Hub includes professional learning resources on a variety of topics, including Wonders, Canvas, Mastery Connect, Eduprotocols, UDL, GATE, assessment, and student engagement strategies.

Los Cerritos Middle School is firmly committed to providing a series of professional learning opportunities each month at our staff meetings, weekly common planning time and professional development days with a specific focus the following:

- Best practices/strategies to improve a student's critical reading, academic discourse, and writing skills.
- Best practices to implement Universal Design for Learning.
- Best practices to help increase access to curriculum and instruction for our English Language and Special Education

students as well as other unrepresented student groups.
- Development of strong teams based on Professional Learning Community standards and expectations (CAPs Training)
- Best practices/strategies that will reduce learning loss in English and Math
- Best practices/strategies to promote the social emotional health and wellbeing of our students including Second Step curriculum training.
- Best practices/strategies to provide Tier 1 academic and social emotional interventions.
- Best practices/strategies to promote an inclusive class and school environment.
- Best practices/strategies to incorporate technology to enhance and improve instruction.

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

CVUSD's professional learning plan is rooted in addressing student performance for all students, including student groups, by best meeting the content standards. District-wide professional learning related to Universal Design For Learning (UDL) serves as the defined instructional framework across all grade-levels and content areas. While UDL implementation bolsters learning for all students, it specifically targets student groups, namely students with disabilities and English Learners, that have underperformed significantly in the past. UDL supports all students' access to learning rigorous content standards. In addition, CVUSD is committed to providing teachers with relevant training related to Diversity, Equity & Inclusion, curriculum adoptions, content standards, technology, data management, and social-emotional learning. CVUSD provides a new teacher Induction Program based on the California Standards For The Teaching Profession for all teachers with California Preliminary Teaching Credentials.

Administrators engage in professional development related to DEI, UDL, PLCs, Restorative Justice, and trauma informed care to lead sites in using inclusive and supportive practices with students and families. Additionally, English Learner Advisor Teachers and GATE Facilitators at each school site receive monthly professional development on meeting the needs of English Learners and GATE students in the classroom. These sessions include access to activities, resources and strategies. These facilitators present their resources and strategies at their recurring school site faculty meetings. Teacher representatives serve on CVUSD committees including subject area SCACs, MTSS, SEL, LGBTQ+, Core Literature, report cards, curriculum and assessment, and technology.

All site based professional development will be aligned with district LCAP and LCMS Single School Plan goals. During the 2022-23 school year, Los Cerritos staff will continue to improve the literacy and English Language skills with a focus on the development and growth of all students' critical reading skills and the development of a schoolwide writing program. 2018-19 CAASPP Data shows that the outgoing 8th grade cohort had the lowest percentage of students who exceeded standards in this area (37%) as compared to the other ELA strands. To help narrow the achievement gap, reduce learning loss, and support all students access their learning, a series of district and site level Professional Learning opportunities will be provided in the Universal Design for Learning (UDL). UDL addresses all content area standards with a strong focus on ensuring all students learn while creating a more equitable environment for all subgroups including Students with Disabilities, English Learners, and low Socio-Economic students. Lastly, a small cohort of teachers and administrators will reconvene and attend California Principal's Support Network (CAPs) and work to build on the knowledge the team received during the initial 2020/21 training. With this content on Professional Learning Communities (PLCs) and how to strengthen our school's current collaborative culture, the LCMS leadership team will work on how to implement these essential professional development ideas/learnings to improve the collaborative culture of all departments at Los Cerritos Middle School.

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

CVUSD provides a system of instructional assistance and support for teachers. CVUSD leads its own accredited New Teacher Induction program by utilizing Teachers on Special Assignment (TOSA) to support teachers with preliminary teaching credentials. A host of other TOSAs in the district provide focused support in the following areas: Assistive Technology, Inclusion, Educational Technology, Professional Learning, Visual and Performing Arts, Transitional Kindergarten, UDL and Intervention, and GATE. The TOSAs provide on-going professional development and consultation to teachers, as well as conducting a number of district-level tasks that serve all student groups.

Los Cerritos Middle School is in our fifteenth year partnering with California Lutheran University as a Professional Development School. CLU staff provides ongoing coaching and support to site administration and teachers as we engage in professional learning around a number of important areas and research practices.

To help our staff refine our Professional Learning Communities and to look more closely at the effectiveness of current practices, Los Cerritos Middle joined the California Principal's Support Network (CAPs) in 2019-20. Principal, Assistant Principal, and four teacher leaders will attend a series of training sessions focusing on ways to manage demanding schedules while concentrating on high leverage strategies that impact student and teacher learning while embracing true collaborative measures to maximize growth. Each cohort will examine practices that improve school culture, enhance teacher practice and reflection, and enact school wide supports to promote student engagement and overall learning. While CAPs training was not held during the 2019-21 school year, the team was excited the reengage in the training during the 2021-22 school year. Based on the training, the team will focus on the following during staff and department meetings: the how, why and importance of professional learning communities, the development of "true" Professional Learning Communities at LCMS, support the expansion of common assessments across all departments, as well as departmental pacing guides (essential standards/tasks/assessments) for each grade level.

Los Cerritos Middle School is a participating member of the PBIS/CHAMPs Model School Program through the Ventura County Office of Education.   The County provides Principals an opportunity to network several times a year with different schools to discuss best practices for the implementation of a Proactive & Positive Approach to Classroom Management as well as receive training from experts in the field on how best to create a safe and positive school culture. The majority of teachers have received training in CHAMPS and are effectively implementing these practices in their classrooms. Site administration will continue to train all new staff in the CHAMP/PBIS model. Site administration has also implemented a number of programs to support the PBIS culture including the Principal's 200 Club and teacher postcards to recognize students who are not only succeeding, but making improvements academically and behaviorally.

For the 2022/23 school year, LCMS will create an EL Task Force to support teachers and student learning. This team will include an Administrator, counselor, EL teacher, bilingual paraprofessional, and a representative from each academic department. This team will meet to discuss effective academic strategies, supports that have been implemented, and share successes/struggles. One member from the task force will be responsible for reporting back to the staff, continuing to offer support and guidance to help overall success.

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

CVUSD schools engage in Professional Learning Community (PLC) practices on a regular basis. Grade-level or departments meet regularly for common planning time. All principals and numerous teacher teams across CVUSD have been provided formal training on PLCs. This time is used for a number of purposes: developing common assessment, curriculum development, identifying essential standards, assessing student work, and developing collective action that responds to student performance data. Through PLCs, teachers collaborate to focus on implementing the school site and district focus areas of Universal Design for Learning, Diversity, Equity, and Inclusion, and social-emotional learning.

Beginning in 2011/12, the LCMS staff voted to create an MTSS/Rti model to help support student learning and achievement. To support this model, teachers voted to create a common planning time every Tuesday from 1:55 to 3:10 pm. During this time, teams collaborate on best practices, data analysis, the development of common assessments, and a variety of other topics with a focus on student learning. While a great deal has been accomplished with the common planning time (development of common assessments, pacing guides, data analysis), a cohort of teachers and administration is attending the California Principal's Support Network (CAPS) training to continue our site's working toward create a culture of collaboration through the Professional Learning Community process. Cohort members will provide a series of professional learning opportunities to site leadership and the staff to help build on our base of understanding about the impact of a strong PLC on teacher teams which will directly impact student learning while building a collaborative culture at LCMS.

Teaching and Learning

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

CVUSD uses state-approved instructional materials in all subject areas. Each content area and grade level has a fully articulated course of study that designates the pacing and alignment of curriculum to the state standards. Teachers and administrators regularly ensure horizontal and vertical alignment of standards-based curriculum and instruction through quarterly content Articulation Meetings. SBAC interim assessments in ELA and Math are used in grades 6-8 & 11 to provide alignment to state standards and monitor student progress.

Core literature titles with diverse authors and/or with diverse protagonists have been added to the secondary ELA curriculum as required materials to be implemented at each grade level. In a collaborative effort, English teachers from secondary sites created units of study and added lessons and resources to an electronic library of resources for all ELA teachers to access.

Additionally, secondary teams from both the History/Social Science and Science Departments have participated in a textbook adoption process throughout the year to determine which publishers (textbooks) are to be piloted in 2022-23. Instructional materials and resources are aligned with both the FAIR Act, as well as the Next Generation Science Standards and will be brought forward for Board approval in 2023.

Finally, a committee of educators completed work on the Ethnic Studies course of study that is aligned with CDE Ethnic Studies Model Curriculum. As per AB 101, this pilot has been developed as a one-semester course in ethnic studies, meeting specified requirements. It will be implemented as an elective course to begin with, until it becomes a graduation requirement commencing with pupils graduating in the 2029-30 school year. This course has been approved as a pilot for the 2022-23 school year for high school students.

To enhance our instructional practices and student learning at LCMS, teachers are in constant search for the best materials and curricular ideas that are available each year. Over the last few years, we have found a number of technological tools to support student learning including DESMOS (Math), Gizmos (Science), Read Theory (ELA), Achieve 3000 (ELD), Teachers Pay Teachers, CommonLIt (ELA), TCI Social Science resources, and a number of features/Apps within Google Classroom.

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

CVUSD teachers adhere to Board-approved instructional minutes for all subject areas.

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

CVUSD Secondary departments use curriculum pacing and formative assessments to monitor student progress and calibrate learning practices. Secondary schools are provided an additional section allocation for reading and math intervention and class size reduction. Oasis and other guided studies courses are added to the master schedule to provide students with academic support and to address learning gaps. Additionally, the Newcomer Academy has been instituted at Newbury Park High School to serve and support our English Learner population who are new to the country.

Master schedule development at Los Cerritos MS is year round process with a start of the year evaluation of the current schedule in September that leads to operational and developmental changes for the following school year. Enrollment figures are constantly monitored and shared with faculty and staff. Additionally, there is much communication between our staff and the feeder middle school administration in order to gauge trends and make adjustments as needed. The master schedule building starts early during the spring semester when students select course requests that are inputted by the guidance and counseling staff. Once this data is entered and gathered, the Assistant Principal of Instruction (API) provides this enrollment data to individual department chairs (DC) and together they determine the number of sections for each course based on the enrollment figures. The API provides each teacher with a "Teaching Assignment Request" form that allows teachers to delineate their course preference for the following school year as well as any request for a particular preparation period as well as their desire to teach an additional (auxiliary) period. With all of this information, the API and DCs work to develop a preliminary master schedule by department that frames the shell that is initially inputted into Q, the CVUSD's student information system. Master schedule development continues throughout the summer as enrollment adjustments occur, as students complete summer school courses, and as teacher assignments change. The master schedule is ultimately a reflection of student course requests and therefore, each year, a new schedule emerges. Master schedule goals include the accommodating of students and their diverse interests, the strategic placement of intervention courses, and the placement of "singleton" courses (only one section is offered).

With our focus on inclusion and increasing our LRE percentage, we designed the master schedule to include opportunities for SWD to be included in Gen Ed. classrooms with support. Three co-taught English classes (English 6CP, 7CP, and 8CP) and three co-taught Math classes (Math 6CP, 7CP, and 8CP) have been added to the master schedule to provide opportunities for our students with disabilities to access high level rigor in a support and inclusive environment. LCMS continues to support all students in our MTSS/Rti with Tier 1 supports. Students who are struggling academically or social emotionally will be pulled for additional intervention and support to increase achievement through the development of skills. In addition, our English Language Support classes are being offered during our early class (A Period) in order to allow our EL students to access an elective course while providing intervention and support at the beginning of every day.

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

All CVUSD students have access to appropriate California State approved curriculum in all content areas. Students in special education use the same state adopted materials that are used in the general education classrooms as well as supplemental materials and out of level when needed and designated in a student's IEP. English Learners receive instruction in content areas using standards-based instructional materials for designated and integrated teaching of the ELD standards.

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

All CVUSD classroom curriculum is Board approved in all subject areas. During this process, teachers review and pilot materials to evaluate them based on our local needs and their alignment to state standards. Intervention materials from the adopted curricula are utilized for students requiring additional support, along with additional research-based, state standards-aligned digital and print materials. Teachers receive training in the implementation of these materials with fidelity.

CVUSD teachers and schools employ Tier 2 interventions, in addition to Tier 1 instruction, for students who demonstrate a need for additional support. These intervention materials are aligned to the state standards. English learners are provided with intervention programs, including Smarty Ants, Imagine Learning, and Achieve 3000 designed for English Learners and EL instructional strategies for elementary and middle school students. Students with disabilities use various online programs (eg. Seesaw, Boom Cards, UNIQUE) to determine which one provides for the highest level of student engagement and access

Guided Studies classes are provided at the middle school level to support students in ELA and Math.   At the high school level, various intervention strategies are implemented for students including academic academies, IXL Math and Oasis classes for academic support in ELA, math and other content areas. An online tutoring program has also been created for peer tutoring in various academic areas.

Opportunity and Equal Educational Access

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

CVUSD teachers employ a range of instructional strategies to engage all students in meeting the California State Standards. District and school site staff regularly review, analyze, and develop actions based on data for "overall" student performance and also by the achievement of all student groups. Every secondary school employs forms of Professional Learning Communities (PLCs) to engage in on-going steps to support underperforming students in the regular program. CVUSD's LCAP Goal 1 provides secondary schools with funding to provide targeted academic intervention for any underperforming student before, during, or after-school.

Evidence-based educational practices to raise student achievement

The following research-based educational practices are utilized: Universal Design for Learning, Multi-Tiered Systems of Support (MTSS), PLC's,, Designated and Integrated ELD, differentiated instruction, Webb's Depth of Knowledge, guided reading, academic language instruction, formative assessment, co-constructed rubrics, corrective feedback, learning goals, check for understanding, student investigations, inquiry-based learning, and cooperative learning.

The following research-based educational practices are utilized at LCMS: Visible Learning, Instructional Rounds, SDAIE strategies, differentiated instruction, Webb's Depth of Knowledge, direct instruction in small group and whole group settings, spiraling concepts, and cooperative learning. Additionally, with the implementation of a schoolwide Chromebook Initiative, the focus of professional development on the Los Cerritos campus will be on the integration of technology in daily curriculum, the continued use of Canvas, and strategies such as SAMR to effectively maximize the use of technology to enhance the learning process.

Student data is reviewed during school-wide meetings, including CPT sessions, with the goal of analyzing performance and adapting curriculum and/or instruction to enhance said performance. To increase the amount of shared data, LCMS has worked on the development of common assessments (including performance tasks) that are administered to all students in their academic courses. The performance tasks support the implementation of the CCSS and provide teachers with the opportunity to collaborate, examining the results in order to determine student mastery and/or need and therefore, changes to the school's program.

Parental Engagement

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

Site Bilingual Facilitators, School Social Workers, and Title 1 Outreach Assistants provide support to parents/families to support student engagement. They provide training and support related to Canvas, Zoom, and Seesaw for families. In addition, they support families in creating a successful home learning environment, as well as trauma and mental health resources. English as a Second Language classes for parents are offered during the school year through Title 1 Outreach. Student Support Services department provides ongoing parent webinars to connect parents to school and to understand developing programs. In addition, parents are encouraged to participate in trainings provided by Project 2Inspire staff where they present information about the US school system and other relevant topics.

A CVUSD team member reached out to all families experiencing homelessness in the month of August. The purpose of the outreach was to determine if the students had access to school supplies, clothing/toiletries and to provide any needed support with the return to school. This personal outreach was also intended to share the name and contact information of their student's school site foster and homeless liaison.

In September, the District foster and homeless liaison worked with each site liaison to reach out to foster and homeless student/family to check in on students attendance and to introduce themselves to their school liaison . The District liaison serves as a connection to community agencies that are able to provide additional support in the areas of temporary housing, rent assistance, and free meals. The District liaison personally connects families to the community agencies in the area of need. Throughout the school year, the school site foster and homeless liaisons will connect with foster and homeless students/families every month to assess attendance, general well-being, and any change in needs.

Los Cerritos utilizes a variety of community, district, and county resources that are designed to support student development, academic success, and engagement. The Thousand Oaks Teen Center provides outreach mentors who meet with small groups of students and discuss common issues and provide resources and social/emotional support. The Thousand Oaks Police Department, the City of Thousand Oaks, and the CVUSD have a long-standing partnership that results in the placement of a School Resource Officer who serves as a liaison between law enforcement and the student body. This partnership has resulted in a very positive relationship that extends to accessing County resources including Child Protective Services (CPS) and the Crisis Team through Ventura County Behavioral Health. Community engagement is seen through our 20 plus school clubs as community members visit the campus and guest speak at club meetings as they lend their expertise and experience to the benefit of our students. LCMS families have generously supported school-wide activities through our PTSA.

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)

Los Cerritos Middle School has an active Parent Teacher Association (PTA), School Site Council (SSC), and English Language Advisory Council (ELAC). These leadership bodies help set the goals of the school and actively work to increase parent involvement on campus. SSC and ELAC oversee the creation, implementation, and evaluation of LCMS's SPSA during their regularly-scheduled meetings, all of which are open to the public. Parents have many involvement opportunities and representation through School Site Council (SSC), our English Language Advisory Council (ELAC) along with Parent Education classes facilitated by our Outreach Assistant and community partnerships, and our Parent Teacher Association (PTA). Parents are also encouraged to volunteer at school and attend events. Our Special Education District Advisory Council (SEDAC) representatives offer involvement and connection opportunities for parents. Los Cerritos's parent DAC, GATE-DAC, and DELAC representatives participate in district-level meetings and report back to SSC and ELAC, enriching our district-site level communication.

At Los Cerritos, parent involvement is invaluable. Our active PTSA supports school-wide activities, teachers, and administration/counseling. For the past four years, PTSA has provided each teacher with a 200-250 stipend for supplies and 500 for each department. While supporting the school financially, our PTSA has found a number of ways to support our teachers and students including Red Ribbon Week, Parent and Student Information Nights, fundraising efforts to augment special programs and support teacher innovation, faculty and staff recognition, and student recognition activities, to name a few. The School Site Council enjoys solid support from our parent community and includes active DAC, SEDAC, ELAC, and AADAC parent representatives who attend monthly district meetings and then report at SSC meetings. Parents also support our school-wide efforts by volunteering for a number of events throughout the school year. All efforts are geared to providing students with the well-rounded and experiential education that our community expects and our students deserve. Principal's Coffee are held monthly and provide a great opportunity to discuss upcoming events/activities, school focus points, and other important matters to get community and parent feedback.

Funding

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

Categorical Funds in CVUSD:

*EIA funds are used to provide additional support and technology in the classroom.
*EEF funds are used to provide professional development opportunities for teachers. ELAC has approved the use of these
funds.
*LCFF monies are all tied to LCAP goals and approved by our leadership team and school site council.
*See goals and budget pages as part of SPSA.

Fiscal support (EPC)

The site receives federal funding in the form of EIA, EE, and X if Title 1. All fiscal decisions are constructed through ELAC and EL team meetings. All other funds come from LCFF. See goals and budget pages as part of SPSA.

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

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

On February 2, 2022, the LCMS School Site Council reviewed the mid-year data as part of our Single School Plan Progress Monitoring process.   English data was collect from CommonLIt benchmark data. Growth was seen at all grade levels including higher growth from our EL and SWD students. Math semester 1 benchmark data showed the following proficiency levels from each grade level: 6th (78%), 7th (67%), and 8th (64%).

On March 2, 2022, the LCMS School Site Council began assessing the four SSPA goals from 2020/21. Feedback was collected from all stakeholders regarding strengths and areas of concern regarding English & Math literacy, the achievement gap, and school safety and culture. Council will continue to evaluate grade and benchmark data as the group begins to develop goals for 2021/22 school year.

On April 6, 2022, the LCMS School Site Council was presented with updated schoolwide data including Read Theory information, D/F Grade Report, and Attendance Data. Read Theory data showed students were making growth (6th: +0.7, 7th: +2.1, 8th: +1.2).   Data showed that subgroups were increasing at a higher rate narrowing the achievement gap. Quarter 3 grade data showed that 21% of students had at least 1 D/F, the subgroup data (SWD, EL, SED) continued to receive a higher percentage of D/Fs. (SPED: 29%). Attendance data was also shared showing a slight increase in ADA, however, COVID surges impacted daily attendance which prevented improvement from Quarter 1 data.   English and Math departments shared revised goals to the Council. English shifting focus (adding subgoals) on text comprehension, informational reading, and explanatory writing while the Math goal will concentrate on word problems and giving students skills to deconstruct complex problems in order to solve them using math reasoning. Math will also create subgoals with a specific focus on student articulation of mathematical reasoning.   All departments are all currently working on actions and instructional strategies/programs to implement each goal. At the April Staff Meeting, teachers will be identifying common instructional strategies that will be used by all teachers to support each goal.

On May 4, 2022, the LCMS School Site Council continued their discussion on each instructional goal developed by the site leadership team and departments. Each goal was reviewed and the common instructional strategies that will be used to support the focus. The council spent a great deal of time focusing on the social emotional wellbeing of LCMS students. The council decided to create a separate Goal (#5) that focused entirely on the social emotional health of our students. Counselors and the site leadership team will begin to identify strategies and programs that will support this new goal. Goal #4 will now focus on safety, inclusion, and developing strong connections for our students.

On June 1, 2022, the LCMS School Site Council was presented with a social emotional goal for discussion and review as well as specific actions that can be used to support this new goal. Council will be presented updated data including CAASPP, ReadTheory, CommonLIt, Math benchmark, Attendance, and Discipline data at the first SSC meeting of the 2022/23 school year.   Council was also presented with updated budget information that will be assigned to each instructional action to support their associated goal.

On Friday, August 12, 2022, the Los Cerritos Leadership Team (PLT) made up of teachers, department chairs, administrators and counselors participated in a detailed review of the 2022/23 Single School Plan for Achievement. The team reviewed the new 2021/22 CAASPP data as well as other important sources of data (Grades; Read Theory Data; CommonLit; Benchmarks) that would help guide development of new plan. PLT allocated ESR3 money to various actions, professional development, and programs in order to support each of the 5 goals. Team also reviewed common instructional strategies that all teachers will implement including the social emotional instructional program for the year. Each department chair would finalize conversations with their department members to ensure that feedback is collect on our tentative goals, actions, and budget allocations.

On August 31, 2022, the LCMS School Site Council was presented with a comprehensive data review including 2021/22 CAASPP Data, D/F data for Semester 1, Attendance Data from Semester 2, CommonLit and Read Theory final assessments, and Math end of course exam data. Council was also presented with budget allocations for each goal action item. Final Single School Plan will be reviewed and approved at the September SSC meeting.

On Wednesday, September 7, 2022, the SSC conducted a final review of the Single School Plan for Achievement including the proposed goals, data metrics to measure progress, action items to implement each goal, and the expenditures needed for each action item.   After a discussion, the SPSA was approved.

Resource Inequities

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

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

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	**Number of Students**		
	18-19	**19-20**	**20-21**
Grade 6	301	281	249
Grade 7	375	303	279
Grade 8	307	375	309
Total Enrollment	983	959	837

Conclusions based on this data:

1. Based on Student Enrollment data, enrollment has continued to decline significantly over the last three years (-146 students). Overall enrollment is expected to drop below 800 students for the 2022-23 school year.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	18-19	**19-20**	**20-21**	**18-19**	**19-20**	**20-21**
English Learners	66	67	71	6.7%	7.0%	8.5%
Fluent English Proficient (FEP)	173	155	113	17.6%	16.2%	13.5%
Reclassified Fluent English Proficient (RFEP)	13	8	12	26.5%	12.1%	17.9%

Conclusions based on this data:

1. The number of English Learners increased significantly between 17/18 and 18/19, but only grew slightly last year. The number of reclassified students saw a tremendous jump in 17/18, has declined over the last two years. With California's transition from the CELDT to the ELPAC in 2018, additional time, professional development, and collaboration are needed to help our EL students perform better on the more challenging ELPAC assessment. The ELD team is working towards implementing additional measures to help support EL learners, utilizing EL class time and/or EL support class time to have students analyze data and set goals. RtI will also be utilized to help support students academically. Resources will be provided, along with valuable teaching tools to the staff through UDL Professional Development. Parents will be kept parents informed through ELAC and other forms of communication, and students will be counseled one-on-one. There are currently seven students up for reclassification, to begin the 2021-22 school year.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	19-20	20-21	21-22	19-20	20-21	21-22	19-20	20-21	21-22	19-20	20-21	21-22
Grade 6		246	234		0	233		0	233		0.0	99.5
Grade 7		280	248		0	239		0	239		0.0	96.4
Grade 8		308	274		0	255		0	255		0.0	93.1
All		834	756		0	727		0	727		0.0	96.2

Overall Participation for All Students

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

Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	19-20	20-21	21-22	19-20	20-21	21-22	19-20	20-21	21-22	19-20	20-21	21-22	19-20	20-21	21-22
Grade 6			2582.			38.63			34.33			17.17			9.87
Grade 7			2599.			35.15			35.56			15.48			13.81
Grade 8			2614.			31.37			38.82			21.18			8.63
All Grades	N/A	N/A	N/A			34.94			36.31			18.02			1.73

Overall Achievement for All Students

Conclusions based on this data:

1. The 2020/21 CAASPP data is the first opportunity to assess student learning and achievement in English Language Arts since 2019. Longitudinal studies are not possible at this time given the large lapse in testing years, however, a comparison with current data and past proficiency standards provide help guidance on planning. A review of the CAASPP ELA overall achievement data shows the all three grade level students were at or over 70% proficient (6th: 73%, 7th: 71%, 8th: 70%). In comparison with past CAASPP data, LCMS students showed they significantly narrowed the achievement gap due to Covid closures and reduced instructional time (2016/17: 72.02 , 2017/18: 68.97, 2018/19: 68%). Grade level data indicates that LCMS students were above the state, district and county averages.

   Over the course of the school year, LCMS leadership and teachers will continue to analyze all data, including disaggregated data in order to evaluate the progress of our sub-groups: English learners, socio-economically disadvantaged, and special education students, in order to determine areas of needed growth, in order to narrow the achievement gap. Analysis shows that all students are meeting or exceeding standards at 71%, while Special Education students (29.66%), English Learners (10%), and Low Income Students (46.33%) are lower than the general population.

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

LCMS will continue to rely on past CAASPP data and patterns as well as current 2021/22 CAASPP data for the development and refinement of our school goals and action plan.

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		
	19-20	20-21	21-22	19-20	20-21	21-22	19-20	20-21	21-22	19-20	20-21	21-22
Grade 6		246	233		0	231		0	230		0.0	99
Grade 7		280	247		0	235		0	235		0.0	95
Grade 8		308	274		0	243		0	243		0.0	89
All		834	754		0	709		0	708		0.0	94

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	19-20	20-21	21-22	19-20	20-21	21-22	19-20	20-21	21-22	19-20	20-21	21-22	19-20	20-21	21-22
Grade 6			2570.			35.65			24.35			21.74			18.26
Grade 7			2579.			33.65			22.13			25.11			19.15
Grade 8			2605.			36.21			23.05			21.40			19.34
All Grades	N/A	N/A	N/A			35.17			23.16			22.74			18.93

Conclusions based on this data:

1. Overall performance levels in Mathematics from the 2021/22 school year shows that 58.33% of all grade levels met or exceeded the CAASPP standards ranking LCMS near the top as compared to the other comprehensive middle schools. A review of current CAASPP data and the longitudinal data below illustrates that learning loss is evident as LCMS students did not achieve at the levels of past students, however, the learning loss gap was significantly less than other schools showing the strength of our math department and the strategies they are implementing to support student learning.

   An analysis of longitudinal data over the last four CAASPP cycles show significant gains in overall proficiency in all cohorts:
   *Three Year Longitudinal Study (2014-2017): Student cohort improved overall achievement by 17% from 56% to 73%.
   *Three Year Longitudinal Study (2015-2018): Student cohort improved overall achievement by 11% (60% to 71%) and increased the mean scale score by 70.8 points
   *Three Year Longitudinal Study (2016-2019): Students who promoted in 2019 improved overall achievement by 2% (66% to 68%) with a significant increase in the mean scale score by 53 points.
   *Two Year Longitudinal Study (2018-2019): Student cohort (current 8th graders) improved overall achievement by 8% (58%-66%)

   Over the course of the school year, the LCMS leadership and teachers will continue to analyze all data including the dis-aggregated data in order to further evaluate the progress of our sub-groups including English learners, socio-economically disadvantaged, and special education students in order to develop a plan to narrow the clear achievement gap. Early analysis shows that all students are meeting or exceeding standards at 58.33% while SPED (6.33%), English Language Learners (6.66%), and Low Income Students (32.66%) were significantly lower. More resources, professional development, and training are needed to narrow the achievement gap.

   The LCMS math department has made major strides to change the way math is taught which have positively impacted our CAASPP scores over the last three years. Time honored teaching approaches have not been

abandoned, but modern strategies have been adopted to increase the engagement using inquiry based learning with an emphasis on critical thinking, collaboration, and the use of spiraling homework/assessments to develop mastery over time. In order to continue our current growth, the math department has rewritten our benchmark assessments with a focus on creating questions that closely mirror the CAASPP which will allow us to accurately assess our students' strengths and weaknesses, target necessary interventions, and monitor a student's progress over the course of an entire school year. With an increase in data due to our common assessments, our teachers will be able work together to identify targeted strategies that work while planning for how to proceed.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	**Overall**			**Oral Language**			**Written Language**			**Number of Students Tested**		
	17-18	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**
6	1510.7	1553.5	1524.6	1498.6	1560.0	1524.6	1522.4	1546.5	1524.2	25	28	25
7	*	1549.0	1585.7	*	1544.6	1598.1	*	1552.6	1572.6	*	20	16
8	*	*	1547.3	*	*	1548.0	*	*	1546.1	*	9	21
All Grades										40	57	62

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**	
	17-18	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**
6	*	28.57	16.00	*	53.57	40.00	*	14.29	32.00	*	3.57	12.00	25	28	25
7	*	30.00	56.25	*	25.00	31.25	*	40.00	12.50	*	5.00	0.00	*	20	16
8	*	*	23.81	*	*	38.10		*	14.29	*	*	23.81	*	*	21
All Grades	*	24.56	29.03	45.00	43.86	37.10	*	26.32	20.97	*	5.26	12.90	40	57	62

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**	
	17-18	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**
6	*	60.71	40.00	56.00	25.00	32.00	*	14.29	16.00	*	0.00	12.00	25	28	25
7	*	40.00	62.50	*	35.00	37.50		25.00	0.00	*	0.00	0.00	*	20	16
8	*	*	28.57	*	*	38.10		*	19.05	*	*	14.29	*	*	21
All Grades	30.00	49.12	41.94	52.50	29.82	35.48	*	19.30	12.90	*	1.75	9.68	40	57	62

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
6	*	10.71	4.00	*	42.86	32.00	*	35.71	32.00	*	10.71	32.00	25	28	25
7		10.00	25.00	*	45.00	50.00	*	25.00	18.75	*	20.00	6.25	*	20	16
8	*	*	9.52	*	*	42.86	*	*	19.05	*	*	28.57	*	*	21
All Grades	*	8.77	11.29	*	42.11	40.32	32.50	33.33	24.19	30.00	15.79	24.19	40	57	62

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
6	*	35.71	16.00	64.00	53.57	56.00	*	10.71	28.00	25	28	25
7	*	20.00	43.75	*	65.00	56.25	*	15.00	0.00	*	20	16
8	*	*	14.29	*	*	61.90	*	*	23.81	*	*	21
All Grades	*	24.56	22.58	65.00	61.40	58.06	*	14.04	19.35	40	57	62

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
6	52.00	75.00	64.00	*	21.43	28.00	*	3.57	8.00	25	28	25
7	*	60.00	87.50		35.00	12.50	*	5.00	0.00	*	20	16
8	*	*	66.67	*	*	19.05	*	*	14.29	*	*	21
All Grades	57.50	66.67	70.97	30.00	28.07	20.97	*	5.26	8.06	40	57	62

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
6	*	14.29	8.00	*	46.43	44.00	60.00	39.29	48.00	25	28	25
7		15.00	56.25	*	50.00	37.50	*	35.00	6.25	*	20	16
8	*	*	38.10	*	*	14.29	*	*	47.62	*	*	21
All Grades	*	12.28	30.65	*	47.37	32.26	57.50	40.35	37.10	40	57	62

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
6	*	53.57	0.00	56.00	46.43	88.00	*	0.00	12.00	25	28	25
7		15.00	0.00	*	80.00	100.00	*	5.00	0.00	*	20	16
8	*	*	4.76	*	*	85.71	*	*	9.52	*	*	21
All Grades	27.50	31.58	1.61	62.50	66.67	90.32	*	1.75	8.06	40	57	62

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. Based on overall scores, students performed better within the writing, speaking and listening domains. Further supports are necessary, targeting the area of reading, in order to move students from the beginning level. Even though scores were strong within the writing domain, the written language scores were significantly lower; further examination of specific scores would be necessary to target instruction. Due to the Covid-19 pademic, EPAC testing was not conducted in the Spring of 2020. LCMS will continue to work on all literacy domains (writing, speaking, listening, reading) school wide in order to prepare our EL students success on the ELPAC, SRI reading assessment, and general academics. Current data does not provide information on how students performed on the 2019/20 and 2020/21 school year.

School and Student Performance Data

Student Population

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

We are expecting updated reports to come from CDE in December 2022 and be available at www.caschooldashboard.org

2020-21 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
837	**20.0**	**8.5**	This is the percent of students whose well-being is the responsibility of a court.
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2019-20 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	71	8.5
Foster Youth		
Homeless	8	1.0
Socioeconomically Disadvantaged	167	20.0
Students with Disabilities	89	10.6

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	10	1.2
American Indian or Alaska Native	1	0.1
Asian	79	9.4
Filipino	11	1.3
Hispanic	222	26.5
Two or More Races	41	4.9
Native Hawaiian or Pacific Islander	1	0.1
White	472	56.4

Conclusions based on this data:

1. Student population data shows that with nearly 1000 students specific attenton needs to focus on the following subgroups: Socialeconomically Disadvantages (23%), Student with Disabilities (11%), English Learners (6%), and Hispanic students (25%). Testing and academic data shows a significant achievement gap exist between these subgroups and other groups on campus (White, Asian, Economically Advantaged, and students without disabilities). While we work to reduce this gap, additional work needs to occur to continue to build an "inclusive" environment at LCMS where all students have the confidence and support to succeed. Chart does not display 2020/21 data for analysis.

School and Student Performance Data

Overall Performance

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.
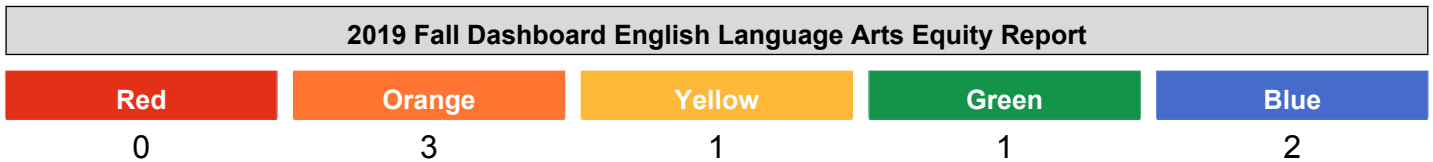
To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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2019 Fall Dashboard Overall Performance for All Students		
Academic Performance	**Academic Engagement**	**Conditions & Climate**
English Language Arts Green	**Chronic Absenteeism** Orange	**Suspension Rate** Green
Mathematics Green		

Conclusions based on this data:

1. Overall Dashboard data indicates that LCMS students maintained academic progress (Green) in English Language Arts and Math, improved the Suspension Rate performance level, and declined one level regarding Chronic Absenteeism. The LCMS site leadership team will work to identify areas strength and improvement among all performance areas to determine a course of action to improve instruction so all students' progress. Due the Covid-19 pandemic and school closures, California Dashboard data will not be available for the 2019/20 school year. LCMS will continue to rely on past dashboard data and patterns for the development and refinement of our school goals and action plan.

School and Student Performance Data

Academic Performance
English Language Arts

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

We are expecting updated reports to come from CDE in December 2022 and be available at www.caschooldashboard.org

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report

Red	Orange	Yellow	Green	Blue
0	3	1	1	2

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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Green	Orange	No Performance Color
40.1 points above standard	46.6 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Maintained ++1 points	Declined -14.3 points	
952	148	1

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Yellow	Orange
Less than 11 Students - Data Not Displayed for Privacy	15.4 points below standard	77.5 points below standard
	Increased ++6.5 points	Increased ++7.9 points
1	220	103

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	Blue	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	0 Students	105.2 points above standard	63.8 points above standard
10		Increased ++7.5 points	Increased Significantly ++42.6 points
		98	12
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	Green	No Performance Color	Blue
15 points below standard	66 points above standard	Less than 11 Students - Data Not Displayed for Privacy	49.9 points above standard
Declined -5.4 points	Declined -4.5 points	1	Maintained ++2.7 points
243	63		525

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

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
103.6 points below standard	13.9 points below standard	51.5 points above standard
Declined -3.5 points	Maintained -1.1 points	Maintained ++2.7 points
54	94	721

Conclusions based on this data:

1. Even though all students (952), scored 38.8 points above standard, students were maintaining, rather than continuing to increase their scores. Within student subgroups, English Language Learners declined significantly, dropping 47.7 points below standard, socioeconomically disadvantaged increased by 5.3, and students with disabilities increased. English Language Learners and Students with Disabilities fell within the orange band of the dashboard, which is an increase from last year's data for Students with Disabilities. Socioeconomically disadvantaged students fell within the yellow band, scoring 16.6 points above standard. All subgroups have moved out of the red band, which shows growth over the past year. The English Department meets regularly to discuss best practices and implement UDL strategies to meet the needs of all students. With a school wide focus on literacy across all content areas, the LCMS staff believes that all students will benefit from consistent instruction in reading, writing, listening, and speaking. Due the Covid-19 pandemic and school closures, California Dashboard data will not be available for the 2019/20 and 2020/21 school year in English Language Arts. LCMS will continue to rely on past dashboard data and patterns for the development and refinement of our school goals and action plan.

School and Student Performance Data

Academic Performance
Mathematics

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.
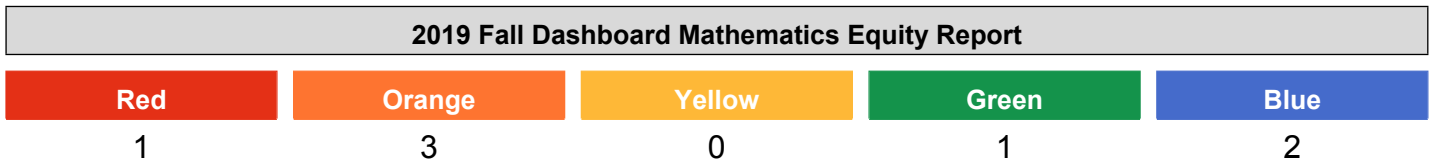
To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

We are expecting updated reports to come from CDE in December 2022 and be available at www.caschooldashboard.org

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
1	3	0	1	2

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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Green	Orange	No Performance Color
26.4 points above standard	69.6 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Declined -6.5 points	Declined -10.6 points	
938	145	1
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Orange	Red
Less than 11 Students - Data Not Displayed for Privacy	49 points below standard	148.9 points below standard
	Maintained -0.7 points	Declined -14.5 points
1	214	92

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Color		Blue	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy		132.6 points above standard	68.4 points above standard
		Increased ++6 points	Increased Significantly ++18.8 points
10		97	12

Hispanic	Two or More Races	Pacific Islander	White
Orange	Blue	No Performance Color	Green
48.8 points below standard	61.5 points above standard	Less than 11 Students - Data Not Displayed for Privacy	36.2 points above standard
Declined -12.2 points	Maintained -1.4 points		Declined -7 points
237	62	1	519

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

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
125.6 points below standard	38.2 points below standard	36.8 points above standard
Increased ++11.9 points	Maintained -1.8 points	Declined -7.4 points
52	93	710

Conclusions based on this data:

1. While overall student performance in Math is still at a GREEN performance level, current data shows an overall decline of 6.5 points from 33 points above standard (2018) to 26.4 points (2019). An examination of subgroup data further highlights a decline in performance from multiple groups including English Leaners (-10.6 points), Students with Disabilities (-14.5 points), Hispanic (-12.2 points), and Socioeconomically Disadvantaged (-0.7 points). Beginning in 2018, the LCMS math department made a number of changes to improve achievement across all student groups including spiriling of homework and assessments to strengthen student retention, the revision of common assessments to closely mirror CAASPP-like questions, and increased intervention opportunities to narrow gaps in student knowledge. Due the Covid-19 pandemic and school closures, California Dashboard data will not be available for the 2019/20 and 2020/21 school year in Math. LCMS will continue to rely on past dashboard data and patterns for the development and refinement of our school goals and action plan.

School and Student Performance Data

Academic Performance
## English Learner Progress

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

We are expecting updated reports to come from CDE in December 2022 and be available at www.caschooldashboard.org

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

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress
No Performance Color
58.2 making progress towards English language proficiency
Number of EL Students: 55
Performance Level: High
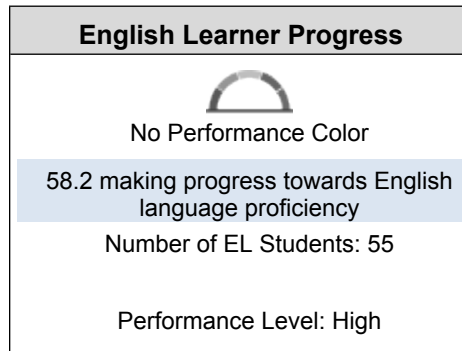
This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
18.1	23.6	12.7	45.4

Conclusions based on this data:

1. Based on the data, 20% of the English Learner population has reached one qualification for reclassification, by scoring a level 4. Additional data with a breakdown in the areas of listening, speaking, writing, reading should be utilized to determine specific area(s) of need for students who scored a Level 1 or Level 2, in order to help provide additional strategies and/or additional supports to help move their level. Due the Covid-19 pandemic and school closures, California Dashboard data will not be available for the 2019/20 and 2020/21 school year regarding our English Learners. LCMS will continue to rely on past dashboard data and patterns for the development and refinement of our school goals and action plan.

School and Student Performance Data

Academic Performance
College/Career Measures Only Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

We are expecting updated reports to come from CDE in December 2022 and be available at www.caschooldashboard.org

Number and Percentage of Students in the Combined Graduation Rate and/or Dashboard Alternative School Status (DASS) Graduation Rate by Student Group		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

Advanced Placement Exams – Number and Percentage of Four-Year Graduation Rate Cohort Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the four-year graduation rate cohort by student group who scored 3 or higher on at least two Advanced Placement exams.

International Baccalaureate Exams – Number and Percentage of Four-Year Graduation Rate Cohort		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the four-year graduation rate cohort by student group who scored 4 or higher on at least two International Baccalaureate Exams.

Completed at Least One Career Technical Education (CTE) Pathway – Number and Percentage of All Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed a-g Requirements – Number and Percentage of All Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the University of California (UC) or California State University (CSU) a-g criteria with a grade of C or better (or Pass).

Completed a-g Requirements AND at Least One CTE Pathway – Number and Percentage of All Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

*   This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the UC or CSU a-g criteria with a grade of C or better (or Pass) AND completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed College Credit Courses – Number and Percentage of All Student Students Completing One Semester, Two Quarters, or Two Trimesters of College Credit Courses		
Student Group	**Number of Students**	**Percent of Students**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

*   This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Completed College Credit Courses – Number and Percentage of All Student Students Completing Two Semesters, Three Quarters, or Three Trimesters of College Credit Courses		
Student Group	Number of Students	Percent of Students
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Earned the State Seal of Biliteracy – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who earned the State Seal of Biliteracy.

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.
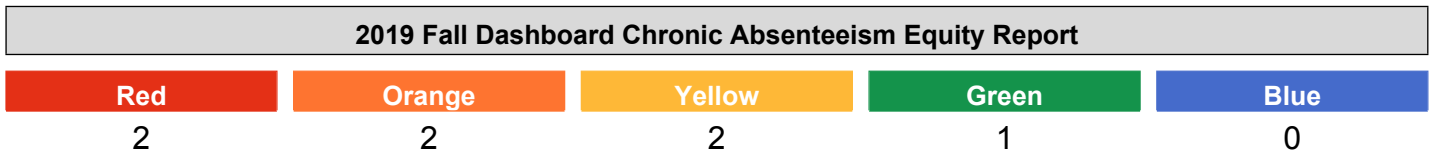
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We are expecting updated reports to come from CDE in December 2022 and be available at www.caschooldashboard.org

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report

Red	Orange	Yellow	Green	Blue
2	2	2	1	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.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
Orange	Yellow	No Performance Color
6.8	3	Less than 11 Students - Data Not Displayed for Privacy
Increased +2.6	Increased +1.2	
1003	66	1

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Red	Red
Less than 11 Students - Data Not Displayed for Privacy	11.9	24.1
	Increased Significantly +6.1	Increased +10.8
2	235	116

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	Yellow	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	4	0
10	1	Increased +4	Maintained 0
		101	12
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	Green	No Performance Color	Orange
9.1	3.1	Less than 11 Students - Data Not Displayed for Privacy	6.8
Increased Significantly +5.2	Maintained -0.2	1	Increased +1.5
254	64		560

Conclusions based on this data:

1. All students showed an increase in chronic absenteeism. Socioeconomically Disadvantaged subgroup increased significantly, and looking at individual student attendance and other recorded data would be helpful in determining what steps need to be put into place to ensure students are regularly attending school. Overall analysis of student records would be beneficial in determining the reason(s) with chronic absenteeism. Los Cerritos continues to utilize Chronic Absenteeism letters and open lines of communication to help circumvent any attendance issues. Due the Covid-19 pandemic and school closures, California Dashboard data will not be available for the 2019/20 and 2020/21 school year regarding attendance. LCMS will continue to rely on past dashboard data and patterns as well as site attendance data for the development and refinement of our school goals and action plan.

School and Student Performance Data

Academic Engagement
Graduation Rate Additional Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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2021 Graduation Rate by Student Group				
Student Group	Number of Students in the Graduation Rate	Number of Graduates	Number of Fifth Year Graduates	Graduation Rate
All Students				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students with Disabilities				
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic				
Native Hawaiian or Pacific Islander				
White				
Two or More Races				

Conclusions based on this data:

1.

School and Student Performance Data

Conditions & Climate
Suspension Rate

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

We are expecting updated reports to come from CDE in December 2022 and be available at www.caschooldashboard.org

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

Lowest Performance

Red	Orange	Yellow	Green	Blue

Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	2	0	4	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.

2019 Fall Dashboard Suspension Rate for All Students/Student Group

All Students

Green

2.1

Declined -0.8

1008

English Learners

Green

2.9

Declined -0.7

69

Foster Youth

No Performance Color

Less than 11 Students - Data Not Displayed for Privacy

1

Homeless

No Performance Color

Less than 11 Students - Data Not Displayed for Privacy

2

Socioeconomically Disadvantaged

Green

3.8

Declined -2.2

236

Students with Disabilities

Orange

9.5

Increased +2.3

116
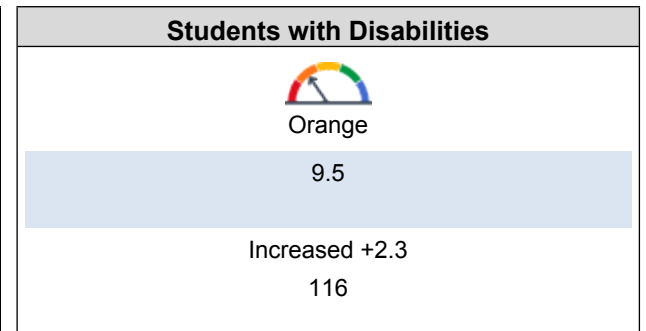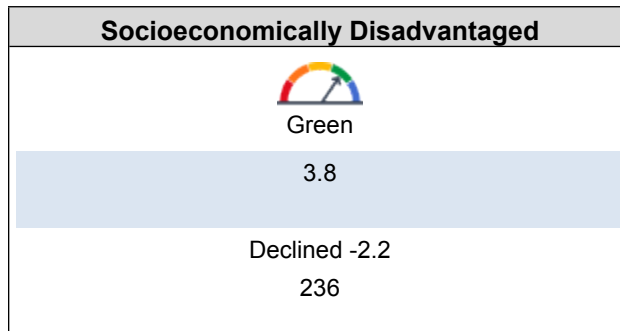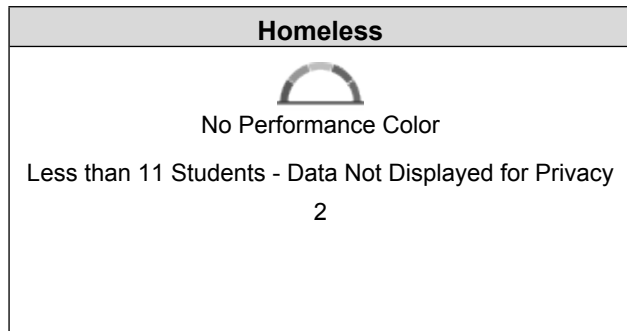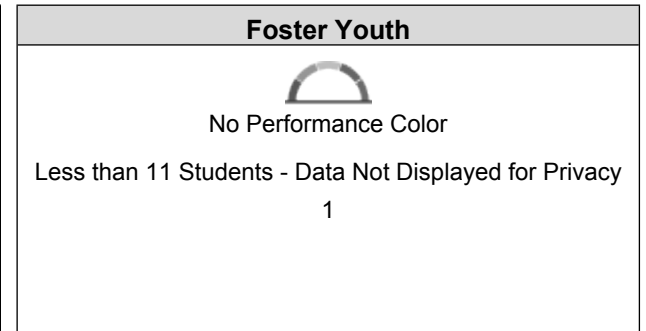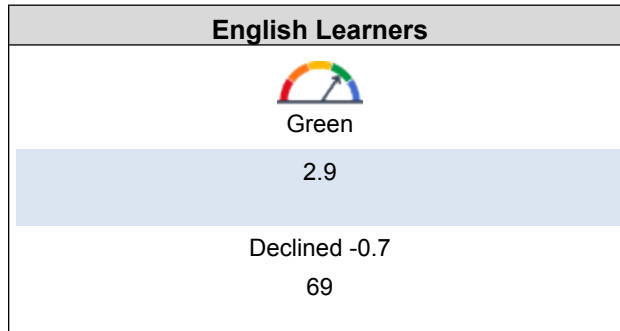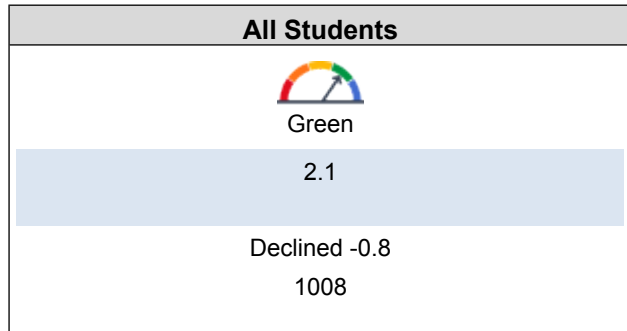
2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Color	No Performance Color	Blue	No Performance Color
Less than 11 Students - Data Not	Less than 11 Students - Data Not	0	0
10	1	Declined -0.9	Declined -7.7
		102	12

Hispanic	Two or More Races	Pacific Islander	White
Green	Orange	No Performance Color	Green
2.3	3.1	Less than 11 Students - Data Not	2
Declined -1.4	Increased +1.5	1	Declined -0.9
258	64		560

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	2.8	2.1

Conclusions based on this data:

1. While the overall number of student suspensions was declined,with an increase in suspensions for Students with Disabilities and students of 2 or more races. Looking at specific student behaviors for Students with Disabilities could potentially help in what behaviors played an issue, or what additional measures need to be put into place in order to further educate students. Over the three year span, the overall number of suspensions have decreased, as more restorative measures have been put into place, in order to work with students on changing problematic behaviors. Due the Covid-19 pandemic and school closures, California Dashboard data will not be available for the 2019/20 and 2021/22 school year regarding suspensions. LCMS will continue to rely on past dashboard data and patterns as well as site suspension and detention information for the development and refinement of our school goals and action plan.

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

Improve Student Achievement in English Language Arts and Literacy Standards

LEA/LCAP Goal

CVUSD LCAP GOAL 1: Implement targeted actions and services that support positive student outcomes--------

CVUSD LCAP GOAL 2: Ensure highly qualified and effective staff are provided with targeted professional learning and have an understanding that all job responsibilities are structured to support positive student outcomes--------

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Goal 1

By June of 2023, All students will implement strategies and protocols to accurately analyze and interpret written and audio informational texts as evident by a 3% growth in ELA CAASPP proficiency metrics, 4% growth on CommonLIt assessments, 1 grade level growth for Read Theory benchmarks, and 4% growth on ELA writing assessments.

Subgoals:

1.1 Text Comprehension: Accurately paraphrase and summarize written and audio informational texts.

1.2 Informational Reading: Deconstruct written and audio texts to find the central message and structure; provide text evidence to support ideas.

1.3 Explanatory and Argumentative Writing: Respond to text-based prompts with strong claims, evidence, and reasoning

Identified Need

The 2020/21 CAASPP data is the first opportunity to assess student learning and achievement in English Language Arts since 2019. Longitudinal studies are not possible at this time given the large lapse in testing years, however, a comparison with current data and past proficiency standards provide help guidance on planning. A review of the CAASPP ELA overall achievement data shows the all three grade level students were at or over 70% proficient (6th: 73%, 7th: 71%, 8th: 70%). In comparison with past CAASPP data,

LCMS students showed they significantly narrowed the achievement gap due to Covid closures and reduced instructional time (2016/17: 72.02 , 2017/18: 68.97, 2018/19: 68%). Grade level data indicates that LCMS students were above the state, district and county averages.

Over the course of the school year, LCMS leadership and teachers will continue to analyze all data, including disaggregated data in order to evaluate the progress of our sub-groups: English learners, socio-economically disadvantaged, and special education students, in order to determine areas of needed growth, in order to narrow the achievement gap. Analysis shows that all students are meeting or exceeding standards at 71%, while Special Education students (29.66%), English Learners (10%), and Low Income Students (46.33%) are lower than the general population.

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

LCMS will continue to rely on past CAASPP data and patterns as well as current 2021/22 CAASPP data for the development and refinement of our school goals and action plan.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
1. 2021/22 CAASPP ELA Proficiency Metrics 2. Read Theory Key Ideas and Details Proficiency Metrics (2022/23) 3. CommonLIt Proficiency Metrics (2022/23)	1. 71.33% of students met or exceeded the ELA/Literacy Standard over the course of three years of testing. 2. Grade Level Reading Pre-Test (8/2022) *English 6CP: *English 7CP:	1. Current 2022/23 students will raise CAASPP ELA achievement scores from 71.33% to 74.33%. (3% growth) 2. Current 2022/23 students will raise their reading grade level by one grade by the end of the year.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
4. Read 180 Proficiency Metrics (2022/23)	*English 7H: *English 8CP: *English 8H: 3. CommonLit Proficiency Metric Pre-Assessment: (8/2022) Overall Score (% proficient): 6: 67% 7: 56% 8: 55% Information Text: Evidence: 6: 82% 7: 84% 8: 65% Information Text: Central Idea/Theme: 6: 81% 7: 77% 8: 68% Information Text: Interaction between Ideas: 6: 72% 7: 65% 8: 72% Information Text: Language & Word Choice: 6: 66% 7: 79% 8: 88% Information Text: Structure: 6: 71% 7: 82%	3. Current 2022/23 students will raise each CommonLit Target Area percentage/level by 4% by the final assessment/benchmark. 4. Current 2022/23 students will raise each Read 180 Target Ares by 4% by the final assessment benchmark

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	8: 69% Information Text: Purpose/Point of View: 6: 78% 7: 58% 8: 69% Literary Text: Evidence: 6: 76% 7: 73% 8: 71% Literary Text: Central Idea/Theme: 6: 68% 7: 81% 8: 80% Literary Text: Interaction between Ideas: 6: 84% 7: 84% 8: 73% Literary Text: Language & Word Choice: 6: 63% 7: 79% 8: 73% Literary Text: Structure: 6: 74% 7: 85% 8: 69% Literary Text: Purpose/Point of View: 6: 84% 7: 77% 8: 65%	

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	4. Read 180 Proficiency Scores on Pre-Assessment:	

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

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Opportunities will be provided to teachers and administrators to attend PD seminars and conferences focusing on critical reading, strategies to improve reading comprehension, and the writing process.	Throughout the 2022/2023 school year	Administration, Department Chairs, Teachers	Administration and Leadership will develop a PD model that provides teachers with concrete information, rubrics, and lesson delivery models to support students' critical reading skills. Teachers will utilize pre-assessments and initial formative assessments to analyze student progress in meeting goals. Funds would cover the cost of substitutes, registration cost for conferences/training, and/or teacher stipends to plan and train staff.	1000-1999: Certificated Personnel Salaries	4EEF	400

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
English teachers will utilize common planning days and/or professional development hours to create quarterly common assessments, analyze data, and develop clear action plans to address student learning.	Throughout the 2022/2023 school year	All department teachers	Utilize collaboration time to analyze 6th, 7th, and 8th grade student progress in meeting the goals of CCSS. Teachers will create and utilize common assessments to gauge the progress of student literacy skills, design intervention opportunities, address learning loss, and inform instruction. Grade levels will be assessed on the same skills to provide teachers with congruous data. Funds will cover costs for 3 release days for 9 Teachers (183.83/day for substitute).	1000-1999: Certificated Personnel Salaries	0TRM	4700

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Department Chairs will be given a common department chair period to allow for critical evaluation of content area goals and communication about student progress across all disciplines.	Throughout the 2022/2023 school year	Administration	Administration will provide department chairs a common department chair period within the master schedule. During this time, department chairs will collaborate across departments regarding student progress, evaluation of content area goals, identifying schoolwide student learning outcomes, RtI Intervention Program, Academic Innovation, learning loss strategies, Universal Design for Learning (UDL), and continue to provide rigorous/relevant instruction which aligns with CCSS.	None Specified	None Specified	0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Social Studies Department will utilize department planning days to revise/update quarterly benchmark assessments, grade and analyze data from assessments, and develop targeted strategies to improve student achievement and address learning loss.	Throughout the 2022/2023 school year	Administration Science Teachers Social Science Teachers	7th-8th grade teachers will be provided 6 hours of Professional Development pay to work with department chairs to revise/update quarterly benchmark and common assessments that will measure students' content knowledge, language and literacy skills, ability to analyze and synthesize information from multiple sources, and develop a claim statement with supporting evidence. Data from assessments will help monitor student progress and target intervention and instructional strategies to improve areas of weakness. Funds will cover 6-8 hours of professional development time for 3 teachers. (PD Rate at 30/hr)	1000-1999: Certificated Personnel Salaries	0TRM	700

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Implement California Principal's Support Network (CAPs) training.	Throughout the 2022/2023 school year	Administration Teachers	Principal, Assistant Principal, and four teacher leaders will review all material and information provided during the series of training sessions last year focusing on ways to manage demanding schedules while concentrating on high leverage strategies that impact student and teacher learning. Our team will examine practices that improve school culture, enhance teacher practice, and methods of enacting school wide supports for student learning. Three hours of professional development pay for the team (4 teachers) to meet after school during the 2022/23 school year.	1000-1999: Certificated Personnel Salaries	0010	400

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Departments will investigate, examine, and purchase appropriate materials, equipment, and curriculum in their content field that will support the implementation of the school wide goals.	Throughout the 2022/2023 school year	Administration Department Chairs Teachers	Department chairs will conduct a comprehensive review of all equipment and instructional materials on site, research for new and innovative teaching materials/equipment, and purchase items that will promote critical thinking, rigor, and hands-on activities in the classroom	4000-4999: Books And Supplies	ESSER III - Other Allowable Uses	5698
Utilize MTSS/RtI Program to provide high quality instruction and targeted Tier 1 intervention to support ELA and literacy standards.	Throughout the 2022/2023 school year	Administration Department Chairs Teachers	All content area teachers will provide high quality instruction focusing on meeting the literacy and critical thinking needs of all students, while providing targeted Tier 1 interventions to support those who are not meeting the grade level or state standards.	None Specified	None Specified	0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Implement a school-wide writing program focused on aligning to literacy standards in ELA, social studies, and science.	Throughout the 2022/2023 school year	All Teachers	To succeed as strong informative writers, students need to develop consistent vocabulary, organization, and self-evaluation strategies across all subjects. Although each discipline has unique content and features, a consistent approach to how we write for informative purposes will allow students to apply their knowledge and skills more often and receive more feedback, resulting in higher student achievement. With increased consistent and common writing language, students will increase achievement and reduce any learning loss that exists. Funds would cover teacher stipends for 2-3 teachers to create the program, gather resources, and plan PD for staff throughout the year. 10 hours of PD pay for 3 teachers (30/hr).	1000-1999: Certificated Personnel Salaries	ESSER III - Learning Loss	1000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Integrate technology to improve student learning while incorporating T3 Framework.	Throughout the 2022/2023 school year	Administration Department Chairs Counselors Teachers	Teachers will use technology to help facilitate the student's ability to meet a wide variety of challenging educational expectations including: research, analyze and evaluate data, work collaboratively with peers, produce projects to make connections, demonstrate understanding across content areas, and tools associated with the Canvas Learning Platform. In addition, teachers will begin to learn and implement strategies to integrate technology to improve student learning based on the T3 Framework	None Specified	None Specified	0
Teachers and administrators will be provided opportunities to attend PD seminars and conferences focusing on integration of technology to improve instruction	Throughout the 2022/2023 school year	Administration Department Chairs Teachers	Implement new teaching strategies and resources to assist in the teaching of all subjects while incorporating technology. Funds will cover the cost of registration.	5000-5999: Services And Other Operating Expenditures	4EEF	500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Purchase, improve, and utilize software and technology to enhance instruction	Throughout the 2022/2023 school year	Administration Department Chairs Teachers Counselors	Purchase technology and software/programs that will enhance student engagement and teacher instructional practices.	4000-4999: Books And Supplies	ESSER III - Other Allowable Uses	3000
Maintain and repair existing technology for best use	Throughout the 2022/2023 school year	Administration Department Chair Teachers Counselors Classified Staff	Maintain and repair LCD projectors, digital visualizers, document cameras, notebook computers, and appropriate interactive hardware and software to enhance content delivery and student learning	4000-4999: Books And Supplies	0010	500
Use ELA CAASPP Interim Assessments	Throughout the 2022/2023 school year	Teachers Students	Departments will assess students' academic progress throughout the year utilizing the CAASPP interim assessments. Analysis of assessment data will help inform instruction and determine needed interventions.	None Specified	None Specified	0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Utilize Gizmos software program in all science classes	Throughout the 2022/2023 school year	Science Teachers Students	Science department will utilize Gizmos software program to engage in Science and Engineering practices to increase literacy through the use of research based strategies to discover concepts through extensive manipulation and experimentation; analyzing data; and providing in-depth activities to explore, discover, and apply concepts.	None Specified	None Specified	0
Use of Standing Assessment	Throughout the 2022/2023 school year	Teachers Students	Students will participate in standing quizzes which provide rich and challenging critical thinking opportunities that require collaboration, communication, and negotiation. Students will develop their reasoning, procedural skills, and fluency in expressive communication, while also having the opportunity to communicate in writing and verbally.	None Specified	None Specified	0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Spiral essential skills through assignments and project-based learning tasks.	Throughout the 2022/2023 school year	English teachers Students	Spiral learning in essential and important standards to continually review foundational skills and build deeper learning in complex grade-level skills. Spiraling learning also allows for multiple opportunities for assessment in key skills and more accurate progress monitoring	None Specified	None Specified	0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Universal Instructional Strategies to improve literacy for all students.	Throughout the 2022/2023 school year	All Teachers	All departments will provide instructional guidance and skills to students in the following areas: *Explicitly teach informational text structures (e.g. cause and effect, compare/contrast), and use corresponding graphic organizers to scaffold summary writing of written and audio texts. *Regularly practice annotating written texts to deconstruct the central message and supporting evidence. Implement common academic language for writing across all subjects. *Explicitly teach discipline-specific text types (argumentative vs. informative, primary vs. secondary, etc.), and regularly practice determining the type of text under study. *Interdepartmental collaboration on creation, implementation, and	None Specified	None Specified	0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			evaluation of a school-wide writing program. *Interdepartmental collaboration on critical reading best practices, focusing on identifying the central message, determining how information in a text is organized, and the author's purpose for creating the text.			
Continue to implement executive functioning skills to help support literacy for all students.	Throughout the 2022/2023 school year	Teachers Administration	All departments will model and utilize strategies such as the use of graphic organizers, chunking information, summarizing chunked information, and different types of note taking to support students' understanding of a given text.	None Specified	None Specified	0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Participate in California Principal's Support Network (CAPs) training	Throughout the 2022/2023 school year	Administration Teachers Department Chairs	Principal, Assistant Principal, and four teacher leaders will attend a series of training sessions focusing on ways to manage demanding schedules while concentrating on high leverage strategies that impact student and teacher learning. Each cohort will examine practices that improve school culture, enhance teacher practice, and methods of enacting school wide support for student learning. Funds will cover the cost of providing substitutes for four teachers for six professional development days. Daily substitute rate is $183.33/day.	1000-1999: Certificated Personnel Salaries	0TRM	2028
				1000-1999: Certificated Personnel Salaries	0010	2200

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
English teachers will implement CommonLit's assessment platform to track student progress on all ELA reading standards and inform quarterly literacy goals.	Throughout the 2022/2023 school year	English teachers Administration	CommonLit School Essentials Assessment Program will measure student growth in grade-level standards, identify students in need of intervention, and shape quarterly learning goals. By using CommonLit passages for formative assessments and the program's diagnostic, midterm, and final tests for summative assessments, English department teachers will be able to create relevant literacy goals and identify students who need extra support accurately and efficiently. Standards-specific data will also allow for effective cross-department collaboration to strengthen literacy skills in all subject areas. Use of CommonLit 360 as a supplemental curriculum for relevant, cross-curricular informative texts and ongoing formative	None Specified	ESSER III - Other Allowable Uses	2500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	**Type**	**Funding Source**	**Amount**
			assessments. Budget covers cost of CommonLIt online license and all associated resources.			
English teachers will implement ReadTheory platform to track student's reading proficiency.	Throughout the 2022/2023 school year	English teachers	English teachers will utilize ReadTheory, an online reading comprehension assessment tool for students. This program allows students to read narrative, informative, or informational literary passages and answer corresponding comprehension questions, while tracking student performance and reporting progress to teachers. Teachers will use data to inform instruction to improve student learning in the area of reading and reading comprehension. Cost is associated with premier online license and available resources.	5000-5999: Services And Other Operating Expenditures	ESSER III - Other Allowable Uses	1495

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Implement ReadWorks Program into 6-8 Science classes	Throughout the 2022/2023 school year	Administration Science Teachers	Incorporate ReadWorks reading program into weekly science classes in order to build reading comprehension skills, vocabulary development, metacognition, and help students develop deeper understanding of the importance of text. Articles range in topics and lexile levels to support student learning and interest.	None Specified	None Specified	0
Increase opportunities for special education (SWD) students to access general education English classes.	Throughout the 2022/2023 school year	Administration Special Education Teachers General Education Teachers	LCMS will increase access and inclusion (LRE) by implementing a Co-Teaching model in English 6 CP, 7CP, and 8 CP. Funds will support 6 hours of Professional Development and/or common planning time for preparation and planning. Six teachers will be provided with 5 hours of professional development and/or collaboration time to prepare for the start of the year. Cost of PD hours is listed in Goal #3.	None Specified	None Specified	0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Implement Read 180 Program for special education students.	Throughout the 2022/2023 school year	Special Education Teacher Administration	Special Education teachers and site administration will continue to implement a comprehensive plan (identification of students, assessments, and course offerings) and provide teacher training for the implementation of the Read 180 Universal Program. This intervention program will support struggling readers with targeted support (whole group, small group, online support) to increase a student's reading comprehension, academic vocabulary, and writing skills.	None Specified	None Specified	0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Science teachers will utilize common planning days to create quarterly common assessments, analyze data, and develop clear action plans to address student learning.	Throughout the 2022/2023 school year	Science Teachers	Utilize collaboration time to analyze 7thand 8th grade student progress in meeting the goals of CCSS and NGSS standards. Teachers will create and utilize common assessments to gauge the progress of student literacy and science specific skills, design intervention opportunities, address learning loss, and inform instruction. Grade levels will be assessed on the same skills to provide teachers with congruous data. Funds will cover costs for 3 release days for 3 Teachers (183.83/day for substitute).	1000-1999: Certificated Personnel Salaries	0TRM	1600
Add Diverse Core Literature	Throughout the 2022/2023 school year	English Teachers	ELA teachers in each grade span will teach at least one diverse core literature selection from the CVUSD approved list.	None Specified	None Specified	0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Training and implementation of Universal Design for Learning strategies for all teachers.	Throughout the 2022/2023 school year	Teachers Administration Counselors	All teachers will continue to receive training in the UDL framework in order to implement best practices that meet the needs of all learners while integrating UDL with SEL and DEI frameworks. For the 2022/23 school year, LCMS will focus on two UDL engagement standards: (1) Optimize relevance, value, and authenticity and (2) Foster collaboration and community. Each department will also do a comprehensive review of student learning and determine barriers that will exist for the 2022/23 school year. After determining barriers, team members will develop an Action Plan to address each barrier. Departments will review action plan every month and make adjustments as needed to support student learning and overcome barriers. Throughout the 2022/23 school year, the school will utilize UDL walkthroughs	None Specified	None Specified	0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	**Type**	**Funding Source**	**Amount**
			and Pineapple charts to assess the success of our UDL implementation.			

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.

Implementation of the LCMS literacy goal strengthened as Science and Social Science teachers joined our English department to utilized common instructional practices to improve a students' literacy skills.   In addition to cross curricular literacy instruction, the English Department implemented two new programs to help support reading fluency and comprehensions: Read Theory, CommonLit. Both programs provided regular metrics which allowed the English and other departments to provide additional support and intervention in areas of need shown by assessment data. 2021/22 CAASPP data showed that LCMS was able to close most of the learning loss gap that was created by the pandemic. CAASPP ELA scores showed that 71.33% of all students were proficient. This percentage is close to scores achieved on CAASPP assessments in 2019 and before. ReadTheory and CommonLit assessments also showed considerable improvement in reading fluency and comprehension.

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

There were no major difference between the intended implementation and/or budget expenditures in order to implement the articulated

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

The 2021/22 literacy goal identified a specific growth target of 3% for improvement and growth; however, our approach has been adjusted to expand strategies that are best support by remote learning and possible learning loss of our students due ot the pandemic.   All departments will continue to build in literacy skills and strategies into their coursework in addition to required essential standards for their content course. The science department will shift their focus to quarterly assessments focused on reading complex text and responding with a set claim and supporting evidence. Our Social Science Department will continue their focus on providing quarterly assessments on improving listening skills by answer a series of challenging questions after watching/listening to a short video or auditory clip.   Our English Department will also focus on creating and training all staff in a comprehension Writing Program with common terminology.   The English Department will continue to use Read Theory and CommonLit to provide high level instruction while using regular assessment to gauge student needs. SPSA identifies these new strategies in the following actions: 1-8, 1-17 and 1-18.

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

Improve Student Achievement in Mathematics

LEA/LCAP Goal

CVUSD LCAP GOAL 1: Implement targeted actions and services that support positive student outcomes--------

CVUSD LCAP GOAL 2: Ensure highly qualified and effective staff are provided with targeted professional learning and have an understanding that all job responsibilities are structured to support positive student outcomes--------

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Goal 2

By June of 2023, students will be able to make sense of mathematical problems, by reasoning both abstractly and quantitatively, and demonstrate appropriate usage of mathematical models and tools as evident by a 75% or higher class average on common unit and quarterly assessments and 3% growth in Math CAASPP proficiency metrics.

Subgoals:

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

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

Identified Need

Overall performance levels in Mathematics from the 2021/22 school year shows that 58.33% of all grade levels met or exceeded the CAASPP standards ranking LCMS near the top as compared to the other comprehensive middle schools. A review of current CAASPP data and the longitudinal data below illustrates that learning loss is evident as LCMS students did not achieve at the levels of

past students, however, the learning loss gap was significantly less than other schools showing the strength of our math department and the strategies they are implementing to support student learning.

An analysis of longitudinal data over the last four CAASPP cycles show significant gains in overall proficiency in all cohorts:
*Three Year Longitudinal Study (2014-2017): Student cohort improved overall achievement by 17% from 56% to 73%.
*Three Year Longitudinal Study (2015-2018): Student cohort improved overall achievement by 11% (60% to 71%) and increased the mean scale score by 70.8 points
*Three Year Longitudinal Study (2016-2019): Students who promoted in 2019 improved overall achievement by 2% (66% to 68%) with a significant increase in the mean scale score by 53 points.
*Two Year Longitudinal Study (2018-2019): Student cohort (current 8th graders) improved overall achievement by 8% (58%-66%)

Over the course of the school year, the LCMS leadership and teachers will continue to analyze all data including the dis-aggregated data in order to further evaluate the progress of our sub-groups including English learners, socio-economically disadvantaged, and special education students in order to develop a plan to narrow the clear achievement gap. Early analysis shows that all students are meeting or exceeding standards at 58.33% while SPED (6.33%), English Language Learners (6.66%), and Low Income Students (32.66%) were significantly lower. More resources, professional development, and training are needed to narrow the achievement gap.

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

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
1. 2022/23 CAASPP Math Proficiency Data 2. 2022/23 Math Quarterly Assessments (Q1, S1, Q3, S2)	1. 58.33% of all students met or exceeded the Math Proficiency Standard. 2. Quarter 1 Grade Level Averages (10/2022)	1. Current 2022/23 students will raise CAASPP Math achievement scores from 58.33% to 61.33%. (3% growth)

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	*Math 6CP *Math 6A *Math 7CP *Math 7A *Math 8CP *Algebra 1 CP *Algebra 1 H *Geometry	2. Each grade level (2022/23 students) will improve their average score by 5% by the end of the year (End of Course Exam)

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

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Opportunities will be provided to teachers and administration to attend PD seminars and conferences focusing on innovative mathematics teaching strategies.	Throughout the 2022/2023 school year	Administration Teachers	Math department will be provided with opportunities to attend conferences, seminars, and county/district training to enhance their individual instructional strategies and techniques to improve student's mathematical problem solving while improving literacy skills to support the communication of reasoning. Funds will cover the cost of registration, hotel expenses, and substitute coverage.	5000-5999: Services And Other Operating Expenditures	0010	250

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
				5000-5999: Services And Other Operating Expenditures	ESSER III - Other Allowable Uses	1132
Math teachers will utilize common planning days and/or professional development collaboration hours several times a year to create quarterly assessments, grade benchmark exams, review data, collaborate, and develop an action plan to support student learning and address learning loss.	Throughout the 2022/23 school year	Administration Teachers	Teachers will utilize professional development hours to create and analyze student progress in meeting the goals of CCSS based on common assessments. This analysis will include creating quarterly assessments, grading of benchmark exams with a department wide rubric to ensure comprehension levels are consistent for all students regardless of teacher. Teachers will use grading days/professional hours to assess student results in order to develop an action plan for future instruction and interventions. Funds will cover costs for 2 release days for 7 Teachers (183.83/day for substitute).	1000-1999: Certificated Personnel Salaries	0TRM	2600

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Utilize MTSS/RtI tiered approach to provide high quality instruction and targeted intervention to support students meeting the math standards.	Throughout the 2022/2023 school year	Math Department	Math teachers will provide high quality, differentiated instruction (Tier 1), focusing on meeting the math standards for all students, closely monitoring student progress, and providing targeted interventions.	None Specified	None Specified	0
Lunchtime math study hall (open to all students) and math intervention (by invitation).	Throughout the 2022/2023 school year	Math Department Students	6th to 8th grade Math teachers will work with small groups every Tuesday during lunch. Math study hall will be open to all students who wish to work on homework or have questions for a teacher. Math intervention will be a small group of students working on a specific skill identified by the math teachers. Funds will be listed under Goal #3	None Specified	None Specified	0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Use of spiraled assignments and assessments.	Throughout the 2022/2023 school year	Math Department Students	Math teachers will continue to use the 60% new and 40% review as a guide to spiraling homework and assessments with the goal of showing mastery over time. Students will retain content as they are exposed to it throughout the whole year as opposed to a single chapter or unit of study.	None Specified	None Specified	0
Use of Team assessments	Throughout the 2022/2023 school year	Math Department Students	Students will take team quizzes. Quizzes provide rich and challenging problems that require collaboration, communication, and critical thinking to solve. Students will develop their reasoning, procedural skills, and fluency in team quizzes, while also having the opportunity to communicate in writing and verbally. (Within health and safety guidelines)	None Specified	None Specified	0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Use of mathematics technology platforms (DESMOS, Delta Math, CPM)	Throughout the 2022/2023 school year	Math Department Students	Students will be exposed to digital programs such as Delta Math, DESMOS, and CPM. These programs will allow students to complete assignments that give immediate feedback and provide support videos when students are stuck. These programs also allow for collaboration from a distance, critical thinking, and more opportunities for teachers to see student work and provide rich feedback. Funds cover the cost of site licenses. .	5000-5999: Services And Other Operating Expenditures	ESSER III - Other Allowable Uses	1500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Implement IXL Math Software Program	Throughout the 2022/2023 school year	Math Department Students	IXL Math promotes rigor by introducing conceptual understanding, building to procedural fluency, and challenging students to tackle problems with real-world applications. Math skills are measured by a pre-assessment and the program develops math lessons that match the student's level in order to raise proficiency and conceptual understanding. Math teachers will use software based on the needs of their students to support learning loss and current content standards.	None Specified	None Specified	0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Implement CALL (Content Area Language & Literacy) Training for Math Teachers	Throughout the 2022/2023 school year	Math Department Students	Math teachers will implement material learned in 3 training sessions during the 2019/20 school year that provide research-based instructional routines and strategies that make challenging text accessible, relevant, and comprehensible to all students. Strategies include vocabulary charts, collaborative/flexible grouping; concept maps; frontloading vocabulary, sentence frames, use of technology (differentiation), graphic organizers, and use of manipulatives.	None Specified	None Specified	0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Increase opportunities for special education (SWD) students to access general education math classes.	Throughout the 2022/2023 school year	Administration Special Education Teacher General Education Math Teachers	LCMS will increase access and inclusion (LRE) by implementing a Co-Teaching model in Math 6CP, 7CP, and 8CP Funds will support 6 hours of Professional Development and/or common planning time for preparation and planning. Six teachers will be provided with 5 hours of professional development and/or collaboration time to prepare for the start of the year. Cost of PD hours is located in Goal #3.	None Specified	None Specified	0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Implement Math Instructional Strategies to support goal	Throughout the 2022/2023 school year	Math Teachers	Math Teachers will utilize the follow instructional strategies: *Spiraling content via assessments, warm ups and homework assignments consistently and intentionally throughout the year to support retention and connections *Instruction includes multiple representations of problem solving so that students have a variety of entry points and choice in the problem solving process to show understanding of appropriate mathematical tools *Discovery based learning so that students take ownership of content and have a more thorough understanding of mathematical concepts *Daily slides to maximize instructional time and provide ongoing additional resources and	None Specified	None Specified	0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	**Type**	**Funding Source**	**Amount**
			reinforcement for students at home/struggling students *Provide students with a variety of instructional tools to support learning and allow them varied opportunities to demonstrate their learning, i.e. Desmos, Delta Math, using a calculator, pencil and paper, manipulative (Algebra tiles) *Implement the use of vocabulary charts before each unit that students access for each lesson and assessment to help with mathematical academic vocabulary			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Training and implementation of Universal Design for Learning strategies for all teachers.	Throughout the 2022/2023 school year	Teachers Administration Counselors	All teachers will continue to receive training in the UDL framework in order to implement best practices that meet the needs of all learners while integrating UDL with SEL and DEI frameworks. For the 2022/23 school year, LCMS will focus on two UDL engagement standards: (1) Optimize relevance, value, and authenticity and (2) Foster collaboration and community. Each department will also do a comprehensive review of student learning and determine barriers that will exist for the 2022/23 school year. After determining barriers, team members will develop an Action Plan to address each barrier. Departments will review action plan every month and make adjustments as needed to support student learning and overcome barriers. Throughout the 2022/23 school year, the school will utilize UDL walkthroughs	None Specified	None Specified	0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	**Type**	**Funding Source**	**Amount**
			and Pineapple charts to assess the success of our UDL implementation.			

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.

Implementation of the LCMS math goal was consistent across all grade levels while the majority of teachers utilized common instructional practices and assessments. Quarterly assessments were given four times over the school year that measured our students' progress and illustrated areas for growth. Gaps in math knowledge was detected early and teachers attempted to spiral 4th and 5th standards into current curriculum. While our instructional strategies were strong, students continued to struggle given the learning loss created during the pandemic.

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

No major differences between the intended implementation and 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.

The 2020/21 math goal identified a specific growth target of 3% for improvement and growth; however, the goal has been adjusted to expand strategies that are best support by remote learning. Math department members will utilize spiraling assessments, online resources (Delta Math), classwork, and reinforcement tasks to help strengthen students' overall math understanding while addressing possible learning loss due to the pandemics. 2021/22 CAASPP math scores showed 58% of LC students were proficient in the math

standards. While these scores were not the highest over the past 4 CAASPP cycles, they were stronger given the likelihood of huge learning loss due to the pandemic. The LC Math Department is revising our previous goal to focus more on math reasoning and the process to deconstruct and find solutions to complex math problems. SPSA identifies these new strategies in the following actions: 2-4 and 2-11.

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

Narrowing the Achievement Gap

LEA/LCAP Goal

CVUSD LCAP GOAL 1: Implement targeted actions and services that support positive student outcomes--------

CVUSD LCAP GOAL 2: Ensure highly qualified and effective staff are provided with targeted professional learning and have an understanding that all job responsibilities are structured to support positive student outcomes--------

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Goal 3

By June 2023, students designated as Special Education, English Language Learners, as well as low Socio-Economic Status will make 6% growth in ELA and Math CAASPP proficiency metrics and departmental common assessments.

Identified Need

2021 CAASPP ELA and Math data clearly delineates a large achievement gap between all students and identified subgroups including students with disabilities, English learners, and socio economically disadvantaged.   71.33% of a current LCMS students met or exceeded the ELA/Literacy standards while students with disabilities (26.66%), English learners (10.33%, and socio economically disadvantaged (46.33%) were significantly lower creating an achievement gap of 44.67% for SWD, 61% for English learners, and 25% for socio economically disadvantaged students. 58.33% of all current students met or exceeded the math proficiency standards while students with disabilities (6.33%), English learners (6.66%), and socio economically disadvantaged (32.66%) were significantly lower creating an achievement gap of 52% for SWD, 51.67% of English learners, and 25.67% of socio economically disadvantaged students. While LCMS has seen growth in scale scores and proficiency levels for both ELA and Math, our subgroups have not grown in a manner that would narrow the gap.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
1. 2021/22 CAASPP ELA Proficiency Data (By Subgroup) 2. 2021/22 CAASPP Math Proficiency Data (By Subgroup) 3. 2022/23 Read 180 Reading Inventory Pre-Assessment Data (August, 2021) 4. CommonLIt Proficiency Metrics (2022/23) 5. ELD ELCAP Metrics (2021/22) 6. ELD Scholastic Reading Inventory (SRI) 7. Math Quarterly Assessments (Q1; S1; Q3; S2)	1. 71.33% of all students met or exceeded the ELA/Literacy Standard over the course of three years of testing. *Students with Disability (SWD): 26.66% met or exceeded *EL Students: 10.33% met or exceeded *Socio Economic Disadvantaged (SED): 46.33% met or exceeded 2. 58.33% of all students met or exceeded the Math Proficiency Standard over the course of three years of testing. *Students with Disability (SWD): 6.33% met or exceeded *EL Students: 6.66% met or exceeded *Socio Economic Disadvantaged (SED): 32.66% met or exceeded 3. Read 180 Lexile Data by Grade Level (Average): *6th: 572 *7th: 523 *8th: 591 4. CommonLIt Grade Level Reading Comprehension Pre-Test Averages	1. Subgroups will increase the number of proficient students by 6% in ELA/Literacy Standards : *SWD will increase from 26.66% to 32.66% *EL students will increase from 10.33% to 16.33% *SED students will increase from 46.33% to 52.33% 2. Subgroups will increase the number of proficient students by 6% in Math Standards : *SWD will increase from 6.33% to 12.33% *EL students will increase from 6.66% to 12.66% *SED students will increase from 32.66% to 38.66% 3. Each student will improve their lexile level by 5-10%. 4. Current 2022/23 subgroups will raise each CommonLit Target Area percentage/level by 6% by the final assessment/benchmark.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	(8/2022) that will measure the following: Overall Score *Overall Score: *6th: 67% *SWD: 46% *EL: 45% *7th: 56% *SWD: 18% *EL: 47% *8th: 55% *SWD: 25% *EL: 43% 5. ELD ELCAP measures a student's English language proficiency skills in the areas of: listening, speaking, reading, and writing. Level scores are different for each grade level. Average scores listed below are from the ELPAC given in March, 2022. *6th: 1465 (Level 1) *7th: 1404 (Level 1) *8th: 1523 (Level 2) 6. EL Scholastic Reading Inventory Data by Grade Level (Average): *6th: ---- *7th: ---- *8th: ---- 7. Math Quarter 1 Grade Level Averages: *Math 6CP *Math 6A *Math 7CP *Math 7A *Math 8CP *Algebra 1 CP/H *Geometry H	5. Each student will raise their overall ELPAC score by 40 points. 6. Each student will raise their overall SRI score by 25 points. 7. Each grade level will increase their percentage correct by 5% on each quarterly assessment.

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.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
A teacher will be assigned to be the EL Coordinator for the school site.	Ongoing throughout the 2022/23 school year	EL Coordinator Counselor Administration	The EL Coordinator will monitor the progress of our EL students on a bi-weekly basis. Additionally, the Coordinator will: direct and guide the EL team in strategies, communication, and track the progress our EL students are making towards meeting our goal; provide data and information to teachers at staff meetings regarding learning and teaching strategies that will assist our EL, SWD, and SED students.	None Specified	None Specified	0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
The EL Coordinator and site leadership will purchase new technology and materials to assist our EL and low SED students.	Ongoing throughout the 2022/2023 school year	Administration EL Coordinator SPED Dept. Chair Teachers	EL coordinator will work with Administration to investigate and purchase programs and technology to assist in building EL and low SED student vocabulary and comprehension of the material being presented so students are able to grasp the concepts being taught. Funds will support any needed technology incidentals including printer ink.	4000-4999: Books And Supplies	0TRM	750
Teachers and administrators will be provided opportunities to attend PD seminars and conferences focusing on EL teaching strategies and standards.	Ongoing throughout the 2022/2023 school year	Administration Counselors EL Teachers Teachers	Implement EL strategies and resources to support students in general education classes	1000-1999: Certificated Personnel Salaries	0010	250
Special Education department members will monitor the progress of SWD students in general education and Specialized Academic Instruction (SAI) classes.	Throughout the 2022/2023 school year	Special Education Teachers Administration	SWD case managers will monitor student progress in all academic areas including SWD and general education classes. SWD case managers will work with teachers to ensure that any available resources are being used to support the students	None Specified	None Specified	0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Special Education teachers will utilize several common grading/planning/monitoring days during the school year to collect and evaluate student data, collaborate, and plan to ensure student success.	Throughout the 2022/2023 school year	SPED teachers	Teachers will work individually or collectively to collect and analyze data, develop student goals, and develop instructional strategies to ensure all student goals are met while supporting the general education teachers. Funds will support 3 release days for all five special education teachers. (183.33/day)	1000-1999: Certificated Personnel Salaries	0TRM	2800
Special Education teachers will provide a series of professional development training at staff meetings to support and promote student achievement.	Throughout the 2022/2023 school year	SPED Department Chair SPED Teachers Administration	Special Education teachers will provide monthly professional development training to teachers during staff meetings increasing the understanding of inclusion, utilizing instructional techniques and strategies to target improvement for all students, and providing resources and supports to help students develop the skills necessary to access all content areas. Funds cover professional development hours to prep and provide staff professional development.	1000-1999: Certificated Personnel Salaries	0TRM	500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Special Education teachers will meet with case load students as needed to provide support/intervention.	Throughout the 2022/2023 school year	Special Education Teachers	Teachers will work with their caseload students as needed to target necessary skills for improvement in order to help students achieve in general education and special education classes	None Specified	None Specified	0
Increase opportunities for special education (SWD) students to access general education classes.	Throughout the 2022/2023 school year	Administration SPED Department Teachers Counselors Case Managers	LCMS will increase access and inclusion (LRE) by implementing a Co-Teaching model in English (6CP; 7CP, 8CP) and Math (6CP, 7CP, 8CP). Funds will support 10 hours of Professional Development and/or common planning time for preparation and planning. Six teachers will be provided with hours of professional development and/or collaboration time to prepare for the start of the year.	1000-1999: Certificated Personnel Salaries	0TRM	1500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Implementation of Special Education Directed Studies Classes for all grade levels.	Ongoing throughout the 2022/23 school year	Special Education Teachers	Teachers utilize strategies to help strengthen executive functioning skills, as well as other interventions to help promote academic success. Funds will support the purchase of needed materials and programs that will support student's goals.	4000-4999: Books And Supplies	ESSER III - Learning Loss	827
Implement Read 180 Intervention Program for special with disabilities	Ongoing throughout the 2022/23 school year	Administration SPED Teachers District support staff	Special Education teachers and site administration will continue to implement a comprehensive plan (identification of students, assessments, and course offerings) and provide teacher training for the implementation of the Read 180 Universal Program. This intervention program will support struggling readers with targeted support (whole group, small group, online support) to increase a student's reading comprehension, academic vocabulary, and writing skills. Funds are for ancillary materials and resources needed for the program.	3000-3999: Employee Benefits	0TRM	500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
				5000-5999: Services And Other Operating Expenditures	ESSER III - Learning Loss	500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Implement 21st Century Reading Program (EL Students)	Ongoing throughout the 2022/23 school year	Special Education Teachers	21st Century Reading provides the ideal forum for learners of English to make connections with topics ranging from science to business to global issues. Using TED Talks as the springboard to share ideas, this new four-level reading series shows learners how to understand and respond to ideas and content in English. Program provides the following: Featuring extraordinary stories presented by inspiring thinkers and doers, TED Talks ignite curiosity and introduce learners to ideas which can change the world, TED Talks use authentic language, delivered by experts in their field, providing learners with models of English that are real and relevant to their academic studies, Critical and Creative Thinking skills – including analysis, evaluation, synthesis, reflection, inference, and problem-solving – are fully integrated into every unit, to help learners develop academic skills, and	None Specified	None Specified	0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Scaffolded reading and vocabulary tasks guide learners to a better understanding of the key ideas, skills, and language.			
ELD Team Meetings during 2022/23 school year	Ongoing throughout the 2022/23 school year	EL Coordinator EL Teachers Teachers Administration	ELD teachers and an administrator will meet individually with academic teachers to review EL student strengths, areas of growth and strategies that can be used to help aid student success. There will be 3 meetings throughout the school year (Quarter 1, Semester 1, Quarter 3) and meetings will take place over the course of two days. (Cost of EL Teachers substitute Days)	1000-1999: Certificated Personnel Salaries	EL (0860)	1000
Lunchtime English study hall (open to all students)	Ongoing throughout the 2021/22 school year	English teachers	6th to 8th grade English teachers will work with small groups every Wednesday during lunch. English study hall will be open to all students who wish to work on homework or have questions for a teacher. Funds cover 7 teachers providing 30 minutes of interventions (study hall rate) once a week during the school year.	1000-1999: Certificated Personnel Salaries	ESSER III - Learning Loss	4000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
6th grade mentor program to support at risk students after school every Wednesday.	Ongoing throughout the 2022/23 school year	Administration Counselors Westlake HS mentors	High school mentors work remotely (individual zoom sessions) and in groups (breakout rooms) with 6th grade students to promote academic success through tutoring, the use of educational games, and skill based assistance. Funds will help support materials needed for support class.	4000-4999: Books And Supplies	0TRM	350
Lunchtime math study hall (open to all students)	Ongoing throughout the 2022/23 school year	Math Teachers Students	6th to 8th grade Math teachers will work with small groups every Tuesday during lunch. Math study hall will be open to all students who wish to work on homework or have questions for a teacher. Funds cover 7 teachers providing 30 minutes of interventions (study hall rate) once a week during the school year.	0001-0999: Unrestricted: Locally Defined	ESSER III - Learning Loss	4000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Training and implementation of Universal Design for Learning strategies for all teachers	Ongoing throughout the 2022/23 school year	Administration Counselors Teachers	All teachers will continue to receive training in the UDL framework in order to implement best practices that meet the needs of all learners while integrating UDL with SEL and DEI frameworks. For the 2022/23 school year, LCMS will focus on two UDL engagement standards: (1) Optimize relevance, value, and authenticity and (2) Foster collaboration and community. Each department will also do a comprehensive review of student learning and determine barriers that will exist for the 2022/23 school year. After determining barriers, team members will develop an Action Plan to address each barrier. Departments will review action plan every month and make adjustments as needed to support student learning and overcome barriers.	None Specified	None Specified	0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Implement CALL (Content Area Language & LIteracy) Training for Math Teachers	Ongoing throughout the 2022/23 school year	Math Department Students	Math teachers will implement material learned in 3 training sessions during the 2019/20 school year that provide research-based instructional routines and strategies that make challenging text accessible, relevant, and comprehensible to all students. Strategies include vocabulary charts, collaborative/flexible grouping; concept maps; frontloading vocabulary, sentence frames, use of technology (differentiation), graphic organizers, and use of manipulatives.	None Specified	None Specified	0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Convene ELAC Meetings to support our EL families.	Ongoing throughout the 2022/23 school year.	Administration Counselors EL Advisor Bilingual paraprofessionals Teachers	Five virtual ELAC meetings will be held throughout the school year to provide parent education (i.e. use of Q, school website, tools to help support students), highlight student success, provide opportunities for students to present, and increase the opportunities for communication. Each meeting has a specific focus along with an academic department presentation.	5000-5999: Services And Other Operating Expenditures	0TRM	300
A teacher will be assigned to serve as the MTSS/Rti Coordinator for the school site	Ongoing throughout the 2022/23 school year.	Administration Teachers Students Counselors	The RtI Coordinator will work with administration, department chairs, and teachers to implement our RtI /MTSS program. The coordinator will collect data and provide logistical support to ensure proper implementation.	1000-1999: Certificated Personnel Salaries	0TRM	3000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Implement IXL Math Software Program	Ongoing throughout the 2022/23 school year.	Math Teachers Students	IXL Math promotes rigor by introducing conceptual understanding, building to procedural fluency, and challenging students to tackle problems with real-world applications. Math skills are measured by a pre-assessment and the program develops math lessons that match the student's level in order to raise proficiency and conceptual understanding. Math teachers will use software based on the needs of their students to support learning loss and current content standards.	None Specified	None Specified	0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Implement Guided Studies Program/Classes for 6-8th Students	Ongoing throughout the 2022/23 school year.	Administration Teachers Counselors	Counselors identify students who need additional support by a teacher during their school day in a guided studies class. These students will be provided with the tools, strategies, and support from a teacher to improve academic skills ,work completion, and executive functioning. Funds are allocated to establish class and provide necessary resources and materials for the teacher to support student learning.	5000-5999: Services And Other Operating Expenditures	ESSER III - Learning Loss	750

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide Designated and Integrated Instruction to support EL students	Ongoing throughout the 2022/23 school year.	Administration Teachers	Los Cerritos Middle School will implement both designated and integrated EL instruction to support students. Designated EL instruction will be utilized for all students who are at the emerging, expanding, or bridging proficiency level using iLit and Rosetta Stone in addition to other research based instructional practices and strategies. Integrated ELD strategies will be taught throughout the campus to ensure EL students have the opportunity to access the curriculum through intensive instruction in language, vocabulary, reading comprehension, and writing.	None Specified	None Specified	0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Initiate ELD Task Force	Ongoing throughout the 2022/23 school year.	EL Coordinator Teachers Administrators Bilingual Facilitator	Five teachers, bilingual facilitator, a counselor and an administrator will meet monthly to discuss best practices in supporting EL learners. These strategies will be presented at staff meetings and/or PD opportunities to improve instruction for EL students to narrow achievement gap and learning loss.	1000-1999: Certificated Personnel Salaries	EL (0860)	1400

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Implement school wide English Language instructional strategies	Ongoing throughout the 2022/23 school year.	Teachers	The following instructional strategies will be incorporated by classroom teachers: *Teachers will post and read literacy and content objectives. (Teachers will consider the literacy requirements for each lesson and determine how they will support their students to access the content and successfully participate in each activity.) *Teachers will engage and build background knowledge before each lesson. (Find out what they know, Provide background knowledge and experience that is missing, Pre-teach content and academic vocabulary.) *All teachers will teach students how to read informational texts. (*Explain the text structure being used, I do, we do, you do practices to teach reading the structures, Provide supports: ie appropriate graphic organizers to guide students through	None Specified	None Specified	0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			readings and help them organize the information they read *All teachers will teach students how to write informational texts. (*Teachers will use the same vocabulary across the content areas. (CER), I do, we do, you do practices to teach informational writing; Scaffolding: Students will be given rubrics or graphic organizers to help them create these texts; Peer editing and Team writing should be considered.) *Teachers will teach using multiple modalities. (Present each piece of information in multiple ways: text, speech, movement, and visuals.)			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Implement Rosetta Stone online curriculum in EL 1 Designated Classes	Ongoing throughout the 2022/23 school year.	EL Teachers	Rosetta Stone is a comprehensive language learning program: speaking, reading, writing, listening. It is even accessible to learners who have zero English. Rosetta Stone gives the learner the opportunity to move at their own pace inside or outside of school. As the teacher I can view their progress and see where they need extra support. Rosetta Stone provides a low stress situation for them to practice speaking, especially pronunciation, which my new comers are very intimidated to do outside of my classroom.	4000-4999: Books And Supplies	ESSER III - Other Allowable Uses	1440

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Implement ELOP Program (6th Grade Students)	Ongoing throughout the 2022/23 school year.	Administration ELOP Coordinator Boys & Girls Club	The Expanded Learning Opportunities Program (ELO-P) provides funding for afterschool and summer school enrichment programs for sixth grade. "Expanded learning" means before school, after school, summer, or intersession learning programs that focus on developing the academic, social, emotional, and physical needs and interests of pupils through hands-on, engaging learning experiences. It is the intent of the Legislature that expanded learning programs are pupil-centered, results driven, include community partners, and complement, but do not replicate, learning activities in the regular school day and school year.	None Specified	None Specified	0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
English and Math Intervention (Invitation Only)	Ongoing throughout the 2022/23 school year.	Teachers Administration Counselors	Math: Teachers will work with small groups of students for 5 consecutive days during lunch each quarter. This intervention option will be open only to students invited by the teacher. Math intervention will be a small group of students working on specific skills identified by the math teachers based on classroom assessment and quarterly benchmark exams. Funds cover teachers providing 12 hours of intervention (hourly rate) per year. Teachers have the flexibility to provide intervention at any time that meets the needs of their students (Before or after school; lunch). English: 6th to 8th grade English teachers will work with small groups once a week during lunch. This intervention option will be open only to students invited by the teacher.English intervention will be a small group of	1000-1999: Certificated Personnel Salaries	ESSER III - Learning Loss	15150

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			students working on a specific skill identified by individual teachers based on classroom observations and assessment information (ReadTheory; CommonLIt, Writing Assessments). Funds cover teachers providing 12 hours of intervention (hourly rate) per year. Teachers have the flexibility to provide intervention at any time that meets the needs of their students (Before or after school; lunch).			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Design and Equitable First Instruction	Ongoing throughout the 2022/23 school year.	Teachers Administration Counselors	Design instructional strategies and routines that focus on equitable outcomes for all students utilizing Universal Design for Learning (UDL), Diversity, Equity, and Inclusion (D.E.I.), and Social Emotional Learning (S.E.L.). Administration will provide a series of professional development training throughout the year to continue to build our teachers' understanding of U.D.L, D.E.I., and S.E.L. and the positive impact it can have when applied to First Instruction. Departments will take these concepts in mind when creating common lessons/activities as well as lesson design by teachers on a daily basis.	None Specified	None Specified	0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Teachers pay Teachers Software	Ongoing throughout the 2022/23 school year.	Teachers	Teachers Pay Teachers (TpT) is the go-to platform created by teachers, for teachers to access the community, content, and tools they need to teach at their best. TpT provides a marketplace for teachers to exchange instructional materials and access easy-to-use digital tools. TpT provides access to a variety of lessons in all academic areas including: Units of Study, Assessments, Project Based Learning, Special Education, Social Emotional Learning, and Digital Learning using a variety of digital platforms (Canvas, Google, Easel, Video). TpT provide a multitude of resources to help all students access curriculum and provide the necessary support to ensure success.	5000-5999: Services And Other Operating Expenditures	ESSER III - Learning Loss	4000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Implement Achieve 3000 Program for English Learners and Special Education students	Ongoing throughout the 2022/23 school year.	Administration Teachers	Empower all teachers in English language arts, science, and social studies to easily differentiate literacy and content-area instruction to give every student the opportunity to get and stay on track for success after graduation. EL students will receive supplemental program support during off cohort time as a literacy intervention. Special Education students in SAI Science and Social Science classes will utilize the program as a supplement to content instruction to help improve literacy skills.	None Specified	None Specified	0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Individualized Education Program (IEP) Snapshots	Ongoing throughout the 2022/23 school year.	Special Educatioon Teachers Teachers Speech Therapost	Special Education case managers will create a "snapshot" document for general education teachers that includes all pertinent information for each student with an IEP. The student snapshot will include classroom accommodations, data collection for goals, impact of disability, and useful background knowledge. The document will then be distributed to each teacher to ensure immediate classroom implementation and inclusion. Funds will provide each Special Education teacher with 5-6 hours of Professional Development hours to review all caseload IEPs and to develop comprehensive guides for general education teachers.	1000-1999: Certificated Personnel Salaries	0TRM	1000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
At Risk Student Check-Ins	Ongoing throughout the 2022/23 school year.	Teachers	Teachers will periodically review assessment and grade data to determine students who are not achieving. Teachers will hold individual student conferences with these students in order to determine learning barriers and provide needed support/interventions.	None Specified	None Specified	0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Update classroom libraries to increase student engagement and accessibility, leading to greater reading stamina and proficiency.	Ongoing throughout the 2022/23 school year.	English Teachers	English teachers will add books to classroom libraries that better reflect our students' experiences, interests, backgrounds, and reading levels. By increasing both the quantity and quality of titles available, we will be able to better engage struggling readers in practicing their reading stamina and comprehension skills while allowing for student choice and autonomy. Recent research shows a strong correlation between independent reading and stronger vocabulary development, critical thinking skills, and reading comprehension. This action will allow us to address the learning loss we have seen in students' ability to comprehend and analyze longer pieces of text. This action supports our school's initiative to support Diversity, Equity, and Inclusion (D.E.I.).	4000-4999: Books And Supplies	ESSER III - Learning Loss	1500

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.

The achievement gap continues to be a growing concern for all identified subgroups including students with disabilities, English learners, and low socio-economic students in both English and math. While some growth has occurred for many, it is not sufficient to lower the overall gap. Several instructional strategies have been used in English and Math; cross-curricular literacy strategies need to be used in all core content areas in order to improve lacking areas so students can access CAASPP level questions. 2021/22 CAASPP Data continue to show a large achievement gap between the general student population and subgroups. Analysis of ELA scores shows that all students are meeting or exceeding standards at 71%, while Special Education students (29.66%), English Learners (10%), and Low Income Students (46.33%) are lower than the general population. Analysis of CAASPP math scores shows that all students are meeting or exceeding standards at 58.33% while SPED (6.33%), English Language Learners (6.66%), and Low Income Students (32.66%) were significantly lower. More resources, professional development, and training are needed to narrow the achievement gap.

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

Several major instructional changes will be implemented in 2021/22 and continue this year to narrow the achievement including: the addition of three co-taught classes (English 6CP, English 8CP, Math 6CP), the continued implementation of the Read 180 program that will provide targeted instruction and support to our students with disabilities who have significant discrepancies in reading and comprehension skills, the addition of grade level Directed Studies classes to help support executive functioning and study skills for our SWD students, the implementation of the CommonLIt for EL and SWD students, and the use of instructional strategies aligned to the Universal Design for Learning (UDL).

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

The achievement gap goal has identified a set percentage for growth at 6% for both English and math for the students who currently attend LCMS. The following instructional approaches/programs will be used to help support this goal including the continued implementation of the Universal Design for Learning , the implementation of the Read180 Program, the use of grade level Directed Studies Classes, Co-Taught English and Math Classes (3-12), and incorporation of CALL Training strategies for math teachers (3-18). In addition to these strategies, new strategies and programs will be used to narrow the achievement gap including the creation

of an EL task force to develop strong EL strategies for all students, two new guided studies classes to support at risk students, at risk student check-ins, I.E.P. snapshots to help general education teachers provide increased access to our SWD students, focus on great "First Instruction," continued expansion of the E.L.O.P program, and a new math intervention program for 6th grade students.

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

School Culture and Safety

LEA/LCAP Goal

CVUSD LCAP GOAL 1: Implement targeted actions and services that support positive student outcomes--------

CVUSD LCAP GOAL 2: Ensure highly qualified and effective staff are provided with targeted professional learning and have an understanding that all job responsibilities are structured to support positive student outcomes--------

CVUSD LCAP GOAL 3: Provide communication and targeted outreach that informs the community of programs and opportunities that support positive student outcomes--------

CVUSD LCAP GOAL 4: Enhance the social, emotional, and physical well-being for all students through targeted actions that support positive student outcomes--------

Goal 4

By June of 2023, Los Cerritos Middle School will improve school culture by maintaining and expanding an inclusive environment and increasing student connection opportunities while promoting a safe school environment as evident by the multiple metrics/indicators noted below in Annual measurable outcomes.

Identified Need

While LCMS has seen dramatic growth in student connections (school involvement; clubs), the school must continue to strive to lower suspension rates and punitive actions through the use of a Positive Behavior Management Approach (CHAMPS). Our Least Restricted Environment (LRE) data rose from 40% in 2019/20 to 56% in 2020/21 but it is still well below the state requirement for all districts and schools (52.2%) and LCMS is committed to increasing the opportunities for our Students with Disabilities to access all curricular areas and classes. Attendance and survey results show that our school is supporting all students while providing an inclusive environment; however, growth is still needed to ensure all students find success and develop a strong connection with our school.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
1. 2021/22 Student Club Data	1. During the 2020/21 school year, LCMS offered 12 student-generated clubs.	1. To provide an opportunity for any group of students who are interested in forming a

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2. 2021/22 Suspension Data (Dashboard) 3. 2021/22 Least Restrictive Environment (LRE) Data 4. 2020/21 Attendance Data 5. 5 Star Participation Rate 6. Discipline Management Program Data 7. 2020/21 LCAP Parent and Student Survey Data 8. 2021/22 Suspension Data (Q/Connect)	2. 2021/22 Dashboard Suspension Data showed the following: *-----% of the ---- LCMS students were suspended. Subgroup Suspension Data showed the following: *----% of EL students were suspended, which was a ---% increase from the 2020/21 school year *---% of Asian students were suspended, which was a ---% increase from the 2020/21 school year. *---% of White students were suspended, which was a ---% change from the 2020/21 school year. 3. 2021/22 Least Restrictive Environment (LRE) Data showed that 56% of all SWD students were in 80% or more general education classes. 4. The 2021/22 average daily attendance rate was 94.57%. 5. 2021/22 5 Star metrics showed the following: *58% of all students participated in at least one school activity.	club for the 2022/23 school year, to create one. 2. For the 2019/20 school year, we expect the following outcomes: *Decrease the overall suspension rate among all students to lower than 2%. *Decrease the suspension rate for all EL, Asian, and White students in order to raise rating to GREEN. 3. To increase the percentage of SWD students in 80% or more general education classes from 56% to 62% (State Mandate). 4. To increase overall attendance from 95.57% to 97%. 5. To increase participation rates by 5% for student participation and attendance at school events. 6. Decrease the number of referrals in all areas by 10%. 7. To increase or decrease (depends on category) all LCAP parent and student survey areas by 2%. 8. Decrease by 3-5%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	*22% of all students participated in two or more activities. *90% of all students attended at least one school event. *74.8 % of all students attended two or more school events. *6.15% were "not involved" in anything 6. Behavior Manager system reported the following disciplinary information for the 2019/20 school v year: *789: Total number of detentions assigned to all students. The top 5 referrals were in the following areas: *Frequent Tardies: 272 referrals *No materials: 154 referrals *Other: 103 referrals *Disruptive/Distracts Class: 50 referrals *Lack of respect: 46 referrals 7. The following LCAP survey data areas will be monitored to help support Goal #4: *87.59% of parents stated their student "likes coming to school." *93% of parents stated the LCMS staff "creates a school environment that helps children learn." *85.27% of parents state that "they feel welcome at school."	

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	*89.92% of parents state that "there are trusted adults in the school who my child can go or talk to for help." *83.47% of students surveyed "like school." *88.91% of students stated that "teachers make me feel that they care about me." *28.87% of students surveyed said, "they have missed school due to feeling sad or overwhelmed." *28.73% of students said, "they have missed school due to feeling anxious or worried." *72.23% of students know an adult to go through for help on campus when they are feeling upset, sad, or worried." *83.47% of students said, "the classroom rules and ways of doing things are fair." *34.93% of students said, "they have experience bullying." 8. 2021/22 Suspension data showed the following: *23 students were suspended out entire enrollment of 757 (3%)	

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

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide enrichment opportunities for to all students including field trips, extension activities, and outside competitions.	Ongoing throughout the 2022/23 school year	Administration Teachers	Support programs, field trips, extension opportunities, and outside competitions for all student groups including Odyssey of the Mind, Music and Performing Arts, GATE, and Clubs	5000-5999: Services And Other Operating Expenditures	ESSER III - Other Allowable Uses	4077
Provide opportunities for increased student connection to the LCMS community to enrich the learning environment	Ongoing throughout the 2022/23 school year	Administration Counseling Teachers Students	Increase opportunities for students to get involved in clubs and school based activities to form positive relationships (virtually and in-person). Activities will only be provided if they are within health and safety guidelines of the district and county health office.	1000-1999: Certificated Personnel Salaries	ASB	2000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
LCMS staff will be provided opportunities to attend PD seminars and conferences focusing on CHAMPS: a proactive and positive approach to classroom management	Ongoing throughout the 2022/23 school year	Administration Classified Staff Campus Supervisors Teachers	Train all staff to implement the systematic approach and management practices of Safe and Civil Schools through the implementation of CHAMPS/STOIC in our classrooms, in our office, and outside areas. Funds will cover training webinars, conferences, and materials needed to implement the program schoolwide. Funds will cover 3 hour webinar training and materials to provide a comprehensive training on implementing PBIS/CHAMPS/STOIC.	1000-1999: Certificated Personnel Salaries	ESSER III - Other Allowable Uses	3500
Provide campus supervisors and necessary safety equipment to enforce school rules and procedures while keeping school safe.	Ongoing throughout the 2022/23 school year	Administration Campus Supervisors	Campus supervisors help support administration to enforce school rules and policies in order to promote a safe and positive school environment	None Specified	None Specified	0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Utilize Five Start tracking software to track and monitor student involvement.	Ongoing throughout the 2022/23 school year	Administration Club Advisors	Teachers, club advisors, and administration will use Five Star program to check students into events, clubs, activities, intervention, and active screening for health/safety protocols. Program will provide important tracking data regarding student involvement and connect at LCMS to maximize positive student engagement.	5000-5999: Services And Other Operating Expenditures	ASB	750
Provide incentive programs to reward students for positive behavior, academic improvement, and attendance.	Ongoing throughout the 2022/23 school year	Administration Counseling Teachers	The implementation of rewards programs such as: Student of the Month, Principal's 200 Club, Principal's Honor Roll, Spectacular 6, Renaissance, and Spirit Rewards (virtually and in-person). Activities will only be provided if they are within health and safety guidelines of the district and county health office.	4000-4999: Books And Supplies	ASB	3000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Employ Behavior Management Software	Ongoing throughout the 2022/23 school year	Administration Counseling Trainer	Behavior Manager is used to support a variety of approaches to improve student behavior including Positive Behavior Interventions and Supports (PBIS), Restorative Discipline, Loss of Privilege, Restitution, and Reflection. The system provides email alerts to parents anytime an intervention has been assigned. Weekly/Monthly/Yearly reports are also available to provide administration with up-date-information about trends and patterns in overall student discipline. Purchase is dependent on the return of in-person instruction and implementation of the detention and Saturday School Program.	5000-5999: Services And Other Operating Expenditures	0010	1500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Counselors provide academic and social emotional support to students	Ongoing throughout the 2022/23 school year	Administration Counselors Wellness Counselor	LCMS counselors will implementing services that strive to have an impact on student's academic and social emotional growth. Counselors will provide quarterly social emotional lessons to all students through direct instruction and team teaching aimed at social emotional development. In additional to these lessons, counselors will use a variety of evaluative tools to identify and address the social emotional needs of their students through individual and small group interventions. Using their unique training and skill sets, counselors will work with students to remove academic and social emotional barriers that may inhibit success.	None Specified	None Specified	0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide an Intermediate Clerk Typist to assist all staff and students.	Ongoing throughout the 2022/23 school year	Administration Classified Staff Teachers Parents Students	Maintain clerk typist to assist all staff with instructional materials for students, coordinate the Student of the Month Program, coordinate all messaging on LCMS website and marque, and provide day-to-day support and assistance to parents and students.	2000-2999: Classified Personnel Salaries	0010	13500
Maintain WEB Program.	Ongoing throughout the 2022/23 school year	Administration Counselors Teachers Parents Students Leadership Classes	Transition to middle school program that welcomes 6th graders to Los Cerritos. Incoming 6th grade students were given a "swag bag" with a LC shirt, pen, post-it notes, white board, stickers, and other leopard gear during materials pick up to welcome them to middle school. In November, WEB leaders and school staff led tours of the campus for new blended students.	5000-5999: Services And Other Operating Expenditures	ASB	2000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Incorporate Maintain Character Strong Curriculum	Ongoing throughout the 2022/23 school year	Administration Teachers Leadership Teachers Students	Leadership classes use the Character Strong curriculum to create positive habits through social-emotional learning and character education. The lessons help them take what they are learning in leadership class and apply it to the school as a whole.	5000-5999: Services And Other Operating Expenditures	ASB	250
Implement Digital Citizenship Lessons	Ongoing throughout the 2022/23 school year	Administration Counselors Teachers Students Parents	Teachers will provide a series of grade level lessons to help students thrive as learners, leaders, and citizens in the digital age. Lessons will focus on the following areas: Media Balance & Well-Being, Privacy & Security, Digital Footprint & Identity, Relationships & Communication, Cyberbullying, and News & Media Literacy.	None Specified	None Specified	0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Participate in the Positive Behavioral Interventions and Supports (PBIS) Model School Program through the Ventura County Office of Education.	Ongoing throughout the 2022/23 school year	Administration Counselors Teachers Students VCOE	Positive behavioral interventions and supports (PBIS) is a way for our school to encourage good behavior. With PBIS, LCMS staff focus on teaching and modeling kids about behavior while acknowledging positive social, emotional, and behavior skills. The focus of PBIS is prevention, not punishment.	None Specified	None Specified	0
Enact Second Step social emotional curriculum in specialized SWD Program and General Education Classes	Ongoing throughout the 2022/23 school year	Administration Counselors SWD Teachers Teachers SWD Students Students	Teachers will implement social-emotional learning program and lessons during academic class periods to better equip students to manage their own emotions, form healthy relationships, make good decisions, set goals, recognizing bully and harassment, and cope with everyday social and academic challenges.	None Specified	None Specified	0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Install and use Lanschool Software in all computer labs and mobile carts.	Ongoing throughout the 2022/23 school year	Administration Site Tech Teachers Students	Lanschool software allows teachers to monitor all student devices during a class to keep students on task, communicate effectively with students, and showcase student work.	None Specified	None Specified	0
Institute Leadership Activities	Ongoing throughout the 2022-23 school year	Administration Leadership Teachers Students	LC Crew plans activities throughout the year to encourage school connectedness. Activities include lunchtime games, dances, socials, athletics, newcomer's lunch, rallies, and sport-o-rama. LC Crew students use the 5 Star tracking system to identify students who are not connected and try to plan activities they would be interested in. Activities will only be provided if they are within health and safety guidelines of the district and county health office.	5000-5999: Services And Other Operating Expenditures	ASB	2500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Maintain Inclusive Schools Week.	Ongoing throughout the 2022/23 school year	Administration Counselors Teachers Students	Activities throughout the week will focus on including others: *Hey Day (nametags purchase) *Morning announcements with inclusivity focus *Social media posts on inclusivity *Leadership students sent personalized emails to all blended students *Music at break with opportunity drawing for all students	5000-5999: Services And Other Operating Expenditures	ASB	100

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide opportunities for students to create clubs based on student interest and passion.	Ongoing throughout the 2022/23 school year	Administration Teachers Students	LCMS provides students with multiple opportunities throughout the year to create a new club based on the interest of the students. Teacher advisors are provided to all approved groups and any necessary funds needed to maintain the club are funded by ASB. A master list of all clubs is posted in the Jungle Hallway and announcements are made anytime a club meeting is held. All students are welcomed at any club event or meeting. Activities will only be provided if they are within health and safety guidelines of the district and county health office.	5000-5999: Services And Other Operating Expenditures	ASB	750

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Implement CHAMPS protocols in every classroom to support the health and safety of all students.	Ongoing throughout the 2022/23 school year	Administration Counselors Teachers Students	Teachers work to create a positive school culture based on procedures and routines focused on the following: Conversation, Help, Activity, Movement, Materials, Participation, and Success. Teachers taught and modeled all elements of the safety plan on the first day students returned to school.	None Specified	None Specified	0
Provide multiple facets for parents to receive school communication	Ongoing throughout the 2022/23 school year	Administration Counselors	To keep parents informed about school events/activities, programs, services, and general information, LCMS utilizes the following: Monthly Principal's Coffee, School Site Council, PTSA General Association meetings, Leopard Letter, Counseling Newsletter, LCMS website, LCMS App, Social Media Outlets (Facebook; Instagram), School Tours, and use of the Blackboard All Call System.	None Specified	None Specified	0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide Social Emotional Support to students	Ongoing throughout the 2022/23 school year	Counselors Best Counselor Wellness Counselor Administration Teachers	LCMS provides several options for students to receive social emotional support including MTSS student support groups, Breakthrough Program, Wellness Counseling Program, and the Teen Center Outreach Program. These different programs provide opportunities for staff/interns to teach important skills and tools to help students cope with school related stress and difficulties.	None Specified	None Specified	0
Social Emotional and Academic Check Ins	Ongoing throughout the 2022/23 school year	Administration Counselors Students Wellness Counselors	The Counseling Department will deploy a quarterly survey that collects information on the academic and social needs of our students. Students that need support will be identified and counselors will work with them individually or in groups to provide tools that will help students be successful.	None Specified	None Specified	0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide professional development opportunities in Diversity, Equity, and Inclusion (D.E.I.)	Ongoing throughout the 2022/23 school year	District Staff Administration Counselors Teachers	District and LCMS will provide a series of professional development opportunities to increase understanding of Diversity, Equity, and Inclusion in order to remove barriers that will promote a positive school culture while supporting student learning. Professional Development training will provide key concepts and ideas that provide an important foundation for teachers, counselors, and administration regarding D.E.I. and the importance of incorporating U.D.L. strategies to remove barriers to increase student achievement.	None Specified	None Specified	0
Civil War Simulation	Ongoing throughout the 2022/23 school year	Students Teachers	Civil War simulation provided to 8th US History students to understand and experience life and war during the Civil War.	5000-5999: Services And Other Operating Expenditures	ESSER III - Other Allowable Uses	600

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Maintain a Wellness Center	Ongoing throughout the 2022/23 school year	Administration Counselors Wellness Counselor	Wellness services establish an additional layer of social emotional support to students. Through tier two individual and group counseling services students will learn how to manage their emotions, resolve peer related conflicts and access positive coping strategies to improve school climate and student learning. Funds will cover additional furniture, materials, and/or resources.	5000-5999: Services And Other Operating Expenditures	0TRM	1000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Create Positive Classroom Culture	Ongoing throughout the 2022/23 school year	Teachers Administration Counselors	A positive classroom environment is based on a blend of social, emotional, and instructional elements. The following actions will positively impact your class and students: (1) CHAMPS guidelines that are inclusive, respectful, and are conducive to learning, (2) Student/Student Connections: Help students get to know each other, (3) Teacher/Student Connections: Connect with your students, (4) Encourage participation, (5) Help: Students need to know how to ask and get help, (6) Celebrate Diversity and provide multiple perspectives/views on subjects, (7) Reward students for positive contributions or success.	None Specified	None Specified	0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Citizenship Assembly	Ongoing throughout the 2022/23 school year	Administration Teachers Students	LCMS holds a Citizenship Assembly for each grade level that provides students with clear expectations and structure to help maintain student safety, both on and off campus. The assembly takes the guidelines and procedures that are outlined in the student agenda book and provides students with examples so there is a clear understanding of both appropriate behavior and corrective procedures. Rewards, recognition opportunities and incentives are also highlighted so students are aware of what they could be working towards over the course of the school year. The assembly is updated each year to address current student needs.	None Specified	None Specified	0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Increase flexible seating in classrooms	Ongoing throughout the 2022/23 school year	Teachers	Flexible classrooms give students a choice in what kind of learning space works best for them, and help them to work collaboratively, communicate, and engage in critical thinking. Flexible arrangements meet the needs of students by providing a wide variety of furniture and workspaces, to put students at the center of learning, and to allow them to make choices based on their preferences and the objectives of the task at hand. Funds will provide teachers with opportunities to add flexible seating to their classrooms.	5000-5999: Services And Other Operating Expenditures	ESSER III - Other Allowable Uses	4000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Implement Review 360 Program in Specialized Program (SWD)	Ongoing throughout the 2022/23 school year	SPED Teachers Administration	Review360® is a platform?that supports the implementation of a systematic MTSS process?for problem-solving, data-based decision-making, and equitable practice. In addition, the platform supports the further development of teachers' professional skills and enhances communication with parents on student progress toward behavioral and social-emotional growth. The software provides the following tools: (1) Effectively tracks student progress and accommodations toward behavioral and social-emotional goals, (2) Identifies Tier 2 and Tier 3 student needs to improve targeted and individualized support plans, and (3) Builds teachers' capacity to effectively provide multi-tiered levels of student support. Funds support the program for one year.	5000-5999: Services And Other Operating Expenditures	ESSER III - Other Allowable Uses	1785

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Implement Restorative Practices	Ongoing throughout the 2022/23 school year	Administration Counseling	LCMS Administration and Counselors will utilize restorable practices (circles; meetings) to build, maintain, and repair student relationships. Approaches will be used as part of our CHAMPS/PBIS methods to create a safe and supportive school environment.			

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.

Overall implementation of this goal lead to a decline in overall suspensions, a reduction of overall punitive actions (detentions), a slight decrease in the number of clubs offered, and a rise in participation rates at all school events and activities. School closure in March may have impacted our overall suspension and detention data; however, overall trends were declining prior to our school closure.

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

The purchase of the Second Step Social Emotional Program continues to be the largest budgetary expenditure in this goal in order to provide social emotional lessons to all grade levels for all students. LCMS will continue to provide a series of Digital Citizenship

lessons to all students; however, they will not have any budgetary impact. Due to the Covid pandemic, LCMS will need to consider alternate methods to connect students with each other and our school.

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.

In order to measure this goal more effectively, a number of different metrics have been identified by the school to monitor including 5 Star Program, Detention Rates, Suspensions, and any health/safety violations during the Covid-19 pademic. For the 2020/21, a number of new initiatives have been enacted to improve the overall school culture and safety of the school including the implementation of the Second Step Social Emotional Curriculum to all students (4-23), the continued implementation of Digital Citizenship Lessons (4-12), the addition of a Wellness and BEST counselor, and most importantly the incorporation of Covid-19 health and safety protocols.

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

Learning Loss (Academic and Social Emotional)

LEA/LCAP Goal

CVUSD LCAP GOAL 1: Implement targeted actions and services that support positive student outcomes --------

CVUSD LCAP GOAL 2: Ensure highly qualified and effective staff are provided with targeted professional learning and have an understanding that all job responsibilities are structured to support positive student outcomes --------

CVUSD LCAP GOAL 3: Provide communication and targeted outreach that informs the community of programs and opportunities that support positive student outcomes --------

CVUSD LCAP GOAL 4: Enhance the social, emotional, and physical well-being for all students through targeted actions that support positive student outcomes --------

Goal 5

By June of 2023, Los Cerritos Middle School will provide meaningful social emotional learning and academic support so that all students have access to the skills needed to thrive academically and personally within their school community as evident by multiple measures.

Identified Need

The 2020/21 Fall Social Emotional Survey provided meaningful information about the great need for a goal focused on the social emotional and academic well being of our students.   Students indicated that the following activities cause the stress: 79.2% Homework, 35.1% Asking for Help/Self Advocacy, and 35.3% Classwork. Students also expressed interest in learning more about the following topics: 62% High School Planning, 55.9% Study Skills, 47.4% Time Management, 43.2% Decision Making, and 35.3% Self Esteem and Management. In addition to this survey data, students wanted additional information on the following topics: 57% Working well with other, 53% Making Good Decisions, 52% Dealing with Stress, and 45.6% Dealing with Social Media.   This data shows clear metrics of the strong need providing students with social emotional support and instruction in a variety of areas.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
1. Read Theory Key Ideas and Details Proficiency Metrics (2021/22) 2. D/F Grade Data 3. Social Emotional Needs Survey (Fall, 2021)	1. Grade Level Reading Pre-Test (8/2021) *English 6CP: *English 7CP: *English 7H: *English 8CP: *English 8H: 2. 2021/2022 Semester 2 Grade D/F Data (% of Total): *Total Students: 14% *Students with Disabilities: 23% *Social Economic Disadvantage: 30% *English Language: 48% 3. The following data was collected: Areas that Cause You Stress: *79% Homework *35.3%: Asking for Help; Self Advocacy *35%: Classwork Students would like to learn more about: *66%: Collage and Career Planning *62%: High School Planning *55%: Study Skills *47%: Time Management *43%: Decision Making *35%: Self Esteem Students would like more information on the following: *57%: Working Well with Others *53%: Making Good Decisions *52%: Dealing with Stress *45%: Social Media Issues	1. Current 2021/22 students will raise their reading grade level by .5 grade level by the end of the year. 2. Reduce D/F total by 10% for Semester 1 and Quarter 3 for all students and subgroups. 3. Current 2021/22 students will be provided lessons, support and intervention in order reduce the percentages in the three areas.

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.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Enact Second Step social emotional curriculum in specialized SWD Program and Academic Classes.	Ongoing throughout the 2022/23 school year	Administration Teachers Students	Teachers will implement a social-emotional learning program and lessons to better equip students to manage their own emotions, form healthy relationships, make good decisions, and cope with everyday social and academic challenges	None Specified	None Specified	0
Participate in the Positive Behavioral Interventions and Supports (PBIS) Model School Program through the Ventura County Office of Education.	Ongoing throughout the 2022/23 school year	Administration Counselors Teachers Students	Positive behavioral interventions and supports (PBIS) is a way for our school to encourage good behavior. With PBIS, LCMS staff focus on teaching kids about behavior, just as they would teach about other subjects. The focus of PBIS is prevention, not punishment.	None Specified	None Specified	0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Incorporate Character Strong Curriculum in classes.	Ongoing throughout the 2022/23 school year	Administration Leadership Teachers Leadership Students Students	Leadership classes use the Character Strong curriculum to create positive habits through social-emotional learning and character education. The lessons help them take what they are learning in leadership class and apply it to the school as a whole.	None Specified	None Specified	0
Implement CHAMPS protocols in every classroom to support the health and safety of all students.	Ongoing throughout the 2022/23 school year	Administration Teachers Students	The Leadership Team collaborated and created a school wide C.H.A.M.P.S. classroom safety plan focused on the following: Conversation, Help, Activity, Movement, Materials, Participation, and Success. Teachers taught and modeled all elements of the safety plan on the first day students returned to school.	None Specified	None Specified	0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Targeted social emotional intervention through wellness counseling program.	Ongoing throughout the 202/23 school year	Counselors Students	School counselors will identify students who require more intensive and consistent support and refer up to 12 students for wellness counseling to receive additional social emotional support at school. Students identified as needing additional support will receive Tier 2 counseling support by school counselors in either a small group or individual setting.	None Specified	None Specified	0
Tracking of student attendance, behavior, and engagement in school	Ongoing throughout the 2022/23 school year	Administration Classified Staff Teachers Students	Administration will run monthly attendance, student engagement, and behavior reports to measure student progress in these important areas. Data will be disaggregated by subgrops to determine how to provide support and intervention for all students. After each month, the administrative and counseling team will provide interventions to support improvement in all three areas.	None Specified	None Specified	0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Student Recognition	Ongoing throughout the 2022/23 school year	Administration Counselors Teachers	Teachers will be provided with a variety of rewards/positive recognitions to distribute to students for academic success, academic improvement/growth, good behavior, and character in order to promote student success throughout the year. (Positive Postcards, Pizza Parties, Stickers, Other Recognitions).	4000-4999: Books And Supplies	ESSER III - Other Allowable Uses	1000
School Counselor Collaboration and Counseling Support	Ongoing throughout the 2022/23 school year	Administration Counselors Wellness Counselor	School counselors collaborate with Wellness counseling program counselors to provide additional support and intervention. School counselors provide ongoing intervention to students academically, social emotional support, provide additional community resources as needed for parents/students in need of more intensive counseling resources, and monitor academic and social emotional progress of students and set case	None Specified	None Specified	0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Building reading stamina	Ongoing throughout the 2022/23 school year	Teachers	English, Social Science, and Science departments will provide time for students to read informational texts at varying lengths during class and reinforcement time to build student's reading stamina. Teachers will provide scaffolds for students to help them work through the texts when they struggle to stay focused and/or engaged. Teachers will provide feedback to students on the strategies they used to encourage a growth mindset when approaching difficult tasks.	None Specified	None Specified	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Building executive functioning skills	Ongoing throughout the 2020/21 school year	Teachers Administration Counselors	All departments will infuse organization and time management skills into their lessons to develop responsible, independent students. All students were given an agenda book at the beginning of the year to track assignment due dates and assist with breaking large assignments down into more manageable chunks. Teachers include lessons to develop students' executive functioning skills (i.e. daily agenda, homework posted in one spot, teacher practicing routines, giving time checks when working on longer assignments, giving brain breaks, and teaching grit to work through challenging problems).	None Specified	None Specified	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Building reading stamina	Ongoing throughout the 2022/23 school year	Administration Teachers Students	English, Social Science, and Science departments will provide time for students to read informational texts at varying lengths during class and reinforcement time to build student's reading stamina. Teachers will provide scaffolds for students to help them work through the texts when they struggle to stay focused and/or engaged. Teachers will provide feedback to students on the strategies they used to encourage a growth mindset when approaching difficult tasks.	None Specified	None Specified	0

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.

Goal #5 is a new goal for the 2021/22 SSPA

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

Goal #5 is a new goal for the 2022/23 SSPA

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.

Goal #5 is a new goal for the 2022/23 SSPA

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 6

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.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

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	$120,032.00

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 ($)

Subtotal of additional federal funds included for this school: $

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

State or Local Programs	Allocation ($)
0010	$18,600.00
0TRM	$23,328.00
4EEF	$900.00
ASB	$11,350.00
EL (0860)	$2,400.00
ESSER III - Learning Loss	$31,727.00
ESSER III - Other Allowable Uses	$31,727.00
None Specified	$0.00

Subtotal of state or local funds included for this school: $120,032.00

Total of federal, state, and/or local funds for this school: $120,032.00

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
0TRM	23328	0.00
EL (0860)	2400	0.00
ESSER III - Other Allowable Uses	31727	0.00
4EEF	900	0.00
ESSER III - Learning Loss	31727	0.00

Expenditures by Funding Source

Funding Source	Amount
0010	18,600.00
0TRM	23,328.00
4EEF	900.00
ASB	11,350.00
EL (0860)	2,400.00
ESSER III - Learning Loss	31,727.00
ESSER III - Other Allowable Uses	31,727.00
None Specified	0.00

Expenditures by Budget Reference

Budget Reference	Amount
0001-0999: Unrestricted: Locally Defined	4,000.00
1000-1999: Certificated Personnel Salaries	51,728.00
2000-2999: Classified Personnel Salaries	13,500.00
3000-3999: Employee Benefits	500.00
4000-4999: Books And Supplies	18,065.00
5000-5999: Services And Other Operating Expenditures	29,739.00

None Specified		2,500.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	0010	2,850.00
2000-2999: Classified Personnel Salaries	0010	13,500.00
4000-4999: Books And Supplies	0010	500.00
5000-5999: Services And Other Operating Expenditures	0010	1,750.00
1000-1999: Certificated Personnel Salaries	0TRM	20,428.00
3000-3999: Employee Benefits	0TRM	500.00
4000-4999: Books And Supplies	0TRM	1,100.00
5000-5999: Services And Other Operating Expenditures	0TRM	1,300.00
1000-1999: Certificated Personnel Salaries	4EEF	400.00
5000-5999: Services And Other Operating Expenditures	4EEF	500.00
1000-1999: Certificated Personnel Salaries	ASB	2,000.00
4000-4999: Books And Supplies	ASB	3,000.00
5000-5999: Services And Other Operating Expenditures	ASB	6,350.00
1000-1999: Certificated Personnel Salaries	EL (0860)	2,400.00
0001-0999: Unrestricted: Locally Defined	ESSER III - Learning Loss	4,000.00
1000-1999: Certificated Personnel Salaries	ESSER III - Learning Loss	20,150.00
4000-4999: Books And Supplies	ESSER III - Learning Loss	2,327.00
5000-5999: Services And Other Operating Expenditures	ESSER III - Learning Loss	5,250.00
1000-1999: Certificated Personnel Salaries	ESSER III - Other Allowable Uses	3,500.00
4000-4999: Books And Supplies	ESSER III - Other Allowable Uses	11,138.00
5000-5999: Services And Other Operating Expenditures	ESSER III - Other Allowable Uses	14,589.00
None Specified	ESSER III - Other Allowable Uses	2,500.00

| None Specified | None Specified | 0.00 |

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	26,721.00
Goal 2	5,482.00
Goal 3	45,517.00
Goal 4	41,312.00
Goal 5	1,000.00

School Site Council Membership and Assurances

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 (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 current make-up of the SSC is as follows:

1 School Principal

2 Classroom Teachers

4 Other School Staff

5 Parent or Community Members

5 Secondary Students

Name of Members	Role
Jason Klinger	Principal
Brandy Pacheco	Other School Staff
Paige Gonzales	Other School Staff
Karen McCarthy	Other School Staff
Sydney Katz (8th)	Secondary Student
(7th) Clare Cee	Secondary Student
(7th) Olivia Chiu	Secondary Student
(6th) Eli Nudel	Secondary Student
(6th) Kaylin Kelly	Secondary Student
Scott Foli (Parent Representative)	Parent or Community Member
Sonja Montiel (Parent Representative)	Parent or Community Member
Rachel Jordan (Parent Representative)	Parent or Community Member
Patti Reis (Alt Parent Representative)	Parent or Community Member
Deanna Camacho (PTSA Representative)	Parent or Community Member
Gina Sillers (SSC Secretary)	Other School Staff

Sonja Montiel (DAC Representative)	Parent or Community Member
Martina Ziegenfuss (SEDAC)	Classroom Teacher
Michelle McEvoy (Gate Representative)	Parent or Community Member
Francina Kahl (AADAC Representative)	Parent or Community Member
Pam Van Uden	Classroom Teacher
Kacy Butcher	Classroom Teacher
	Classroom Teacher

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

Advisory Council Recommendations

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

Signature	**Committee or Advisory Group Name**
	District Advisory Committee Representative
	English Learner Advisory Committee Representative
	Gifted and Talented Education Program Advisory Committee Representative
	School Site Representative
	Special Education Advisory Committee Representative
	African American District Advisory Council Representative
	Lesbian, Gay, Bisexual, Transgender and Queer or Questioning (LGBTQ+) Advisory Council Representative
	Other: Student Representative

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

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

This SPSA was adopted by the SSC at a public meeting on September 7, 2022.

Attested:

Principal, Jason Klinger on 09/07/2022
SSC Chairperson, on 09/07/2022

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.

Stakeholder Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary

Appendix A: Plan Requirements for Title I Schoolwide Programs

Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements

Appendix C: Select State and Federal Programs

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

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

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

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

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

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

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

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

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

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

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

It can be helpful to use a framework for writing goals such 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 Stakeholder Involvement and/or Strategies/Activities).

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

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

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

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

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

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

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);

2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/policy/elsec/leg/essa/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 (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and

2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" https://www2.ed.gov/policy/elsec/leg/essa/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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