



# School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Lomita Park Elementary School	41 68973 6044226	March 27, 2025	May 6, 2025

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

California’s ESSA State Plan supports the state’s approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state’s Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by Lomita Park Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program
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This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

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# Plan Description

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

This plan is being used by Lomita Park Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

## Schoolwide Program

Federal, state, and local funds are used to improve teacher and principal quality by providing induction services and support for all new teachers and principals to improve student achievement. Lomita Park is a Title I school with over twelve different home languages spoken, including Spanish, Arabic, Mandarin, Portuguese, and Tagalog. To ensure English learners attain English proficiency and meet academic standards, a specialized English Language Development Tutor is provided under the direction of the ELD Coordinator. All teachers are supported with continuous training on ELD strategies and practices. Two Reading Specialist Teachers and Instructional Aides support students who need to meet the standards by providing push-in and pull-out sessions for identified students.

# Educational Partner Involvement

How, when, and with whom did Lomita Park Elementary 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

Lomita Park School offers multiple ways for educational partners to stay informed and engaged. Communication channels include a weekly school bulletin, information alerts, and opportunities for involvement through the English Language Advisory Committee (ELAC), School Site Council, and Title I parent groups.

The School Site Council, composed of parents, teachers, and staff, provides diverse perspectives on school planning. Additional input is gathered from PTA members during monthly meetings with the principal, while staff feedback is collected through faculty meetings held twice a month and monthly staff meetings. Parents and staff also contribute through various committees that help shape school initiatives.

A weekly newsletter keeps families and staff informed and offers a platform for feedback. Surveys are distributed to families to gather input, while student voices are represented through the Panorama Survey and informal interviews. Insights from the Panorama Survey on student involvement and academic progress inform school goals, alongside staff and teacher input, which guides strategies for improving attendance and engagement among students and parents.

# Resource Inequities

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

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

A part-time instructional and two full-time aides support each classroom in grades TK-5. The reading specialists support students reading below grade level in grades 1-5. However, not all students who would benefit from support can participate due to the ratio of students who need student support to the reading specialists available. This ratio was improved by other district reading teachers supporting additional students for one hour in the morning and through after-school tutoring. A full-time ELD tutor supports individual students, although two months of the school year is spent testing. An additional part-time ELD tutor is also provided three days a week to increase ELD student support.

# Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

## California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

(1) English Language Arts; (2) Mathematics are all areas in the CA Dashboard that show up in the "orange" performance category, as there are significant performance gaps and needs. Steps taken to address these areas of low overall performance in English Learner Progress include having a full-time EL Tutor, and through three additional tutors one day a week (three days total) to work with students in small groups and one-on-one. For ELA, two reading teachers work with students in small groups as needed and for both ELA and Math after-school tutoring for students in ASES. We have also had individual and group tutoring in ELA and Math for students with the Intervention Paraprofessionals.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the "all student" performance.

English Language Arts is at the "orange" performance level for "all students," "English Learners," and the "Hispanic group," and at the "red" level for the "socioeconomically disadvantaged" group; Math is at the same performance level "orange" for "all students," "English Learners," "Hispanic" and "socioeconomically disadvantaged" groups. A full-time ELD tutor supports individual students, although two months of the school year is spent testing. A full-time ELD tutor provides individualized support to students, though assessment responsibilities occupy two months of the year. A part-time tutor is available three days a week to further assist ELD students.

## Other Needs

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

# School and Student Performance Data

## Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Lomita Park Elementary School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

### Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	%	0%	%	0	0	
African American	2.34%	2.05%	2.42%	7	6	7
Asian	14.38%	16.38%	16.26%	43	48	47
Filipino	6.35%	5.46%	3.81%	19	16	11
Hispanic/Latino	50.50%	49.15%	52.25%	151	144	151
Pacific Islander	6.35%	6.83%	5.88%	19	20	17
White	12.37%	11.95%	11.42%	37	35	33
Two or More Races	6.02%	6.48%	6.92%	18	19	20
Not Reported	1.67%	1.71%	1.04%	5	5	
Total Enrollment				299	293	289

### Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Transitional Kindergarten			24
Kindergarten	64	57	33
Grade 1	49	56	34
Grade 2	50	45	56
Grade 3	51	48	47
Grade 4	41	49	54
Grade 5	44	38	47
Total Enrollment	299	293	289

#### Conclusions based on this data:

1. Lomita Park's general enrollment numbers have been slowly decreasing in kindergarten, Grade 1, and Grade 3 and increasing in Grade 2, Grade 4, and Grade 5.
2. Students enroll and unenroll throughout the school year; students move into or out of the area of residency.

# School and Student Performance Data

## English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	120	113	115	41.9%	40.1%	39.8%
Fluent English Proficient (FEP)	34	29	37	11.6%	11.4%	12.8%
Reclassified Fluent English Proficient (RFEP)	18		11	10.3%	13%	18%

### Conclusions based on this data:

1. Enrollment numbers have remained steady over the past three years, slightly decreasing, and the student population is constantly changing.
2. The number of FEP and RFEP students has increased.
3. Since the cohorts do not consist of the same students each year, direct comparisons or conclusions cannot be reliably drawn.

# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	47	49	46	47	48	46	47	48	46	100.0	98.0	100
Grade 4	41	52	52	40	49	52	40	49	52	97.6	94.2	100
Grade 5	42	38	48	42	38	48	42	38	48	100.0	100.0	100
All Grades	130	139	146	129	135	146	129	135	146	99.2	97.1	100

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2427.	2371.	2396.	29.79	8.33	15.22	19.15	10.42	21.74	25.53	37.50	32.61	25.53	43.75	30.43
Grade 4	2429.	2441.	2394.	15.00	20.41	3.85	15.00	14.29	17.31	25.00	28.57	13.46	45.00	36.73	65.38
Grade 5	2494.	2456.	2477.	19.05	5.26	12.50	28.57	21.05	31.25	21.43	26.32	20.83	30.95	47.37	35.42
All Grades	N/A	N/A	N/A	21.71	11.85	10.27	20.93	14.81	23.29	24.03	31.11	21.92	33.33	42.22	44.52

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	17.02	2.08	10.87	68.09	58.33	65.22	14.89	39.58	23.91
Grade 4	12.50	16.33	7.69	62.50	63.27	65.38	25.00	20.41	26.92
Grade 5	19.05	10.53	12.50	71.43	68.42	70.83	9.52	21.05	16.67
All Grades	16.28	9.63	10.27	67.44	62.96	67.12	16.28	27.41	22.60

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	23.40	6.25	6.52	51.06	58.33	60.87	25.53	35.42	32.61
Grade 4	12.50	12.24	3.85	57.50	63.27	40.38	30.00	24.49	55.77
Grade 5	14.29	7.89	8.33	57.14	52.63	52.08	28.57	39.47	39.58
All Grades	17.05	8.89	6.16	55.04	58.52	50.68	27.91	32.59	43.15

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	6.38	2.08	6.52	76.60	70.83	80.43	17.02	27.08	13.04
Grade 4	7.50	8.16	3.85	60.00	69.39	63.46	32.50	22.45	32.69
Grade 5	9.52	5.26	8.33	73.81	76.32	72.92	16.67	18.42	18.75
All Grades	7.75	5.19	6.16	70.54	71.85	71.92	21.71	22.96	21.92

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	23.40	6.25	15.22	57.45	64.58	58.70	19.15	29.17	26.09
Grade 4	5.00	6.12	7.69	72.50	75.51	61.54	22.50	18.37	30.77
Grade 5	9.52	2.63	14.58	78.57	86.84	72.92	11.90	10.53	12.50
All Grades	13.18	5.19	12.33	68.99	74.81	64.38	17.83	20.00	23.29

#### Conclusions based on this data:

- Overall, Lomita Park students' English Language Arts scores have steadily decreased in "percent exceeded" in Grade 3, Grade 4, and Grade 5: 30% to 20% to 13%.  
  
Between Grade 3 and Grade 5, the percentage "standard met" increased from 20% to 31%. The percentage of "nearly met" decreased from 26% to 21%. Between Grade 3 and Grade 5, the percentage of "not met" rose from 26% to 35%. "Nearly met" and "exceeded" have decreased, while the "percentage met" has doubled.  
  
Reading also follows this same pattern of shifting towards the middle.  
  
Listening skills have remained consistent between all grades and all skill levels for "above" 6%, 8%, 8%; "at or near standard" 77%, 69%, 73%; and "below standard" 17%, 22%, to 19%.  
  
Between Grade 3 (2021-2022) and Grade 5 (2022-2023), the percentage of "above standard" dropped from 23% to 8% in "Writing." Between Grade 3, Grade 4, and Grade 5, the percentages of "at" or "near standard" writing scores ranged from 51% to 63% to 52%. Between Grade 3, Grade 4, and Grade 5, the percentages of "percent below standard" changed from 25% to 24% to 40%.
- Research Inquiry skills have increased between Grade 3 and Grade 5 "above standard" 23% to 15%; "At or near" 57% to 73%; and "below standard" 19% to 13%.
- Lomita Park should continue implementing targeted interventions to improve reading comprehension, writing, and foundational literacy skills. Small-group instruction and scaffolded strategies can help students progress from "nearly met" to "met," while structured fluency practice and vocabulary development will strengthen

comprehension. Writing instruction should incorporate mentor texts, explicit grammar lessons, and ongoing feedback to enhance quality and structure. Students performing below standard would benefit from data-driven intervention groups and adaptive literacy programs. Additionally, structured academic discussions and comprehension activities reinforce listening and speaking skills. Cross-grade collaboration will ensure skill continuity, and all teachers will implement the district-adopted curriculum with fidelity to provide a consistent, standards-based foundation.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	47	49	46	43	48	46	43	48	46	91.5	98.0	100
Grade 4	41	52	52	40	51	52	40	51	52	97.6	98.1	100
Grade 5	42	38	48	42	38	48	42	38	48	100.0	100.0	100
All Grades	130	139	146	125	137	146	125	137	146	96.2	98.6	100

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2427.	2369.	2430.	23.26	6.25	19.57	25.58	16.67	28.26	23.26	25.00	26.09	27.91	52.08	26.09
Grade 4	2456.	2466.	2413.	10.00	21.57	1.92	22.50	25.49	21.15	40.00	27.45	36.54	27.50	25.49	40.38
Grade 5	2466.	2492.	2455.	9.52	13.16	16.67	9.52	18.42	12.50	40.48	31.58	14.58	40.48	36.84	56.25
Grade 11															
All Grades	N/A	N/A	N/A	14.40	13.87	12.33	19.20	20.44	20.55	34.40	27.74	26.03	32.00	37.96	41.10

<b>Concepts &amp; Procedures</b> <b>Applying mathematical concepts and procedures</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	23.26	6.25	21.74	53.49	43.75	50.00	23.26	50.00	28.26
Grade 4	22.50	23.53	3.85	47.50	49.02	36.54	30.00	27.45	59.62
Grade 5	9.52	13.16	16.67	38.10	55.26	29.17	52.38	31.58	54.17
Grade 11									
All Grades	18.40	14.60	13.70	46.40	48.91	38.36	35.20	36.50	47.95

<b>Problem Solving &amp; Modeling/Data Analysis</b> <b>Using appropriate tools and strategies to solve real world and mathematical problems</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	20.93	8.33	26.09	41.86	41.67	43.48	37.21	50.00	30.43
Grade 4	20.00	17.65	3.85	45.00	50.98	57.69	35.00	31.37	38.46
Grade 5	11.90	23.68	6.25	54.76	39.47	41.67	33.33	36.84	52.08
All Grades	17.60	16.06	11.64	47.20	44.53	47.95	35.20	39.42	40.41

<b>Communicating Reasoning</b> <b>Demonstrating ability to support mathematical conclusions</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	23.26	10.42	19.57	48.84	62.50	63.04	27.91	27.08	17.39
Grade 4	10.00	17.65	3.85	57.50	54.90	53.85	32.50	27.45	42.31
Grade 5	11.90	7.89	12.50	59.52	71.05	45.83	28.57	21.05	41.67
All Grades	15.20	12.41	11.64	55.20	62.04	54.11	29.60	25.55	34.25

#### Conclusions based on this data:

- The scores for Grade 3 and Grade 4 are consistent.

The percentage of standards "exceeded, met, nearly met, and not met" decreased significantly from Grade 3 (2021-2022) to Grade 5 (2023-2024) for "Overall Achievement." While the percentages of standards "exceeded and were met" and "nearly all" decreased, the rate of standards "not met" doubled.

This pattern of decline is evident between Grade 3 and Grade 5 for "overall achievement" (25% to 56% not met), "concepts and procedure" (27% to 54% not met), "problem-solving and modeling data analysis" (31% to 52% not met), and "communicating reasoning" (27% to 42%), between Grade 4 and Grade 5. There was a remarkable drop-off in the percentages of standards "exceeded, met, nearly met, and not met" from Grade 3 (2021-2022) to Grade 5 (2023-2024).

The percentages of "standards exceeded, met, and nearly met" declined, while the percentages of "standards not met" doubled. The achievement scores in Grades 3 and 4 are consistent and do not decline. This pattern of drop-off is consistent between Grades 4 and 5 for "concepts and procedures," "problem-solving and modeling data analysis," and "communicating reason."
- Similar to ELA, the fourth-grade class is performing considerably better in terms of achievement and meeting or exceeding standards than Grades 3 and 5.

3. To address the significant decline in math achievement between Grades 3 and 5, targeted intervention strategies should focus on strengthening foundational skills, reinforcing conceptual understanding, and providing structured support. To address gaps in concepts and procedures, small-group instruction and individualized intervention should be prioritized, particularly for students who fall into the “not met” category.

Teachers should continue incorporating hands-on, inquiry-based learning and real-world problem-solving activities to enhance engagement and deepen understanding of problem-solving and data analysis. Additionally, explicit mathematical reasoning and modeling instruction should be embedded into daily lessons, with structured opportunities for students to verbalize their thinking through academic discourse and collaborative problem-solving.

Frequent formative assessments will help monitor progress and adjust instruction as needed.

Cross-grade collaboration should be strengthened to ensure skill continuity, particularly between Grades 4 and 5, where the sharpest decline occurs.

Finally, fidelity to the district-adopted curriculum and supplemental support for struggling students will be essential for implementing a standards-based, data-driven approach to improving math performance.

# School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](https://www.cde.ca.gov/ta/tg/eng/elpac/) web page or the [ELPAC.org](https://elpac.org) website for more information about the ELPAC.

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
<b>K</b>	1441.2	1366.7	1413.2	1450.8	1383.9	1422.8	1419.0	1326.3	1390.8	20	28	22
<b>1</b>	1443.6	1420.6	1386.0	1451.6	1432.4	1408.7	1435.1	1408.3	1362.7	19	19	15
<b>2</b>	1454.4	1455.9	1433.4	1472.7	1447.2	1431.4	1435.8	1464.2	1434.9	16	18	29
<b>3</b>	1497.9	1457.4	1511.9	1485.3	1460.3	1518.6	1509.9	1453.9	1504.8	24	17	16
<b>4</b>	1516.3	1467.5	1494.0	1522.4	1459.4	1495.2	1509.7	1475.2	1492.4	13	20	20
<b>5</b>	1549.5	*	1527.2	1542.1	*	1530.5	1556.6	*	1523.3	17	10	19
<b>All Grades</b>										109	112	121

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
<b>K</b>	25.00	0.00	18.18	35.00	25.00	45.45	30.00	35.71	9.09	10.00	39.29	27.27	20	28	22
<b>1</b>	5.26	0.00	0.00	52.63	36.84	26.67	21.05	42.11	40.00	21.05	21.05	33.33	19	19	15
<b>2</b>	25.00	11.11	13.79	18.75	22.22	37.93	25.00	50.00	20.69	31.25	16.67	27.59	16	18	29
<b>3</b>	33.33	0.00	12.50	25.00	23.53	68.75	25.00	35.29	12.50	16.67	41.18	6.25	24	17	16
<b>4</b>	23.08	0.00	15.00	46.15	35.00	40.00	15.38	35.00	15.00	15.38	30.00	30.00	13	20	20
<b>5</b>	41.18	*	36.84	47.06	*	36.84	11.76	*	5.26	0.00	*	21.05	17	*	19
<b>All Grades</b>	25.69	2.68	16.53	36.70	31.25	42.15	22.02	36.61	16.53	15.60	29.46	24.79	109	112	121

<b>Oral Language</b> <b>Percentage of Students at Each Performance Level for All Students</b>															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
<b>K</b>	20.00	0.00	40.91	60.00	35.71	18.18	20.00	32.14	13.64	0.00	32.14	27.27	20	28	22
<b>1</b>	26.32	10.53	13.33	26.32	52.63	20.00	26.32	15.79	33.33	21.05	21.05	33.33	19	19	15
<b>2</b>	25.00	11.11	34.48	37.50	44.44	24.14	6.25	33.33	17.24	31.25	11.11	24.14	16	18	29
<b>3</b>	33.33	5.88	62.50	25.00	47.06	18.75	25.00	11.76	12.50	16.67	35.29	6.25	24	17	16
<b>4</b>	46.15	10.00	25.00	38.46	40.00	40.00	0.00	30.00	10.00	15.38	20.00	25.00	13	20	20
<b>5</b>	52.94	*	57.89	47.06	*	15.79	0.00	*	5.26	0.00	*	21.05	17	*	19
<b>All Grades</b>	33.03	10.71	38.84	38.53	41.96	23.14	14.68	23.21	14.88	13.76	24.11	23.14	109	112	121

<b>Written Language</b> <b>Percentage of Students at Each Performance Level for All Students</b>															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
<b>K</b>	14.29	0.00	22.73	14.29	17.86	13.64	57.14	35.71	40.91	14.29	46.43	22.73	28	28	22
<b>1</b>	0.00	5.26	0.00	12.50	5.26	13.33	31.25	52.63	33.33	56.25	36.84	53.33	16	19	15
<b>2</b>	7.41	11.11	10.34	40.74	27.78	34.48	22.22	38.89	10.34	29.63	22.22	44.83	27	18	29
<b>3</b>	15.38	0.00	12.50	23.08	5.88	31.25	46.15	41.18	43.75	15.38	52.94	12.50	13	17	16
<b>4</b>	10.53	0.00	15.00	36.84	15.00	10.00	31.58	40.00	30.00	21.05	45.00	45.00	19	20	20
<b>5</b>	13.33	*	5.26	26.67	*	42.11	26.67	*	31.58	33.33	*	21.05	15	*	19
<b>All Grades</b>	16.51	3.57	11.57	28.44	14.29	24.79	33.03	41.96	29.75	22.02	40.18	33.88	109	112	121

<b>Listening Domain</b> <b>Percentage of Students by Domain Performance Level for All Students</b>												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
<b>K</b>	55.00	10.71	31.82	45.00	64.29	50.00	0.00	25.00	18.18	20	28	22
<b>1</b>	36.84	31.58	33.33	52.63	52.63	40.00	10.53	15.79	26.67	19	19	15
<b>2</b>	50.00	11.11	31.03	25.00	77.78	37.93	25.00	11.11	31.03	16	18	29
<b>3</b>	41.67	0.00	25.00	41.67	88.24	68.75	16.67	11.76	6.25	24	17	16
<b>4</b>	30.77	15.00	15.00	53.85	55.00	60.00	15.38	30.00	25.00	13	20	20
<b>5</b>	17.65	*	31.58	82.35	*	42.11	0.00	*	26.32	17	*	19
<b>All Grades</b>	39.45	14.29	28.10	49.54	66.07	48.76	11.01	19.64	23.14	109	112	121

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	10.00	7.14	27.27	70.00	50.00	40.91	20.00	42.86	31.82	20	28	22
1	10.53	10.53	0.00	52.63	63.16	46.67	36.84	26.32	53.33	19	19	15
2	18.75	27.78	34.48	56.25	55.56	41.38	25.00	16.67	24.14	16	18	29
3	29.17	35.29	75.00	41.67	35.29	18.75	29.17	29.41	6.25	24	17	16
4	38.46	25.00	45.00	46.15	45.00	30.00	15.38	30.00	25.00	13	20	20
5	88.24	*	63.16	5.88	*	15.79	5.88	*	21.05	17	*	19
All Grades	31.19	24.11	40.50	45.87	46.43	33.06	22.94	29.46	26.45	109	112	121

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	15.00	3.57	9.09	75.00	46.43	68.18	10.00	50.00	22.73	20	28	22
1	15.79	5.26	13.33	52.63	26.32	20.00	31.58	68.42	66.67	19	19	15
2	31.25	5.56	10.34	25.00	72.22	48.28	43.75	22.22	41.38	16	18	29
3	12.50	0.00	6.25	45.83	23.53	50.00	41.67	76.47	43.75	24	17	16
4	7.69	0.00	10.00	61.54	45.00	40.00	30.77	55.00	50.00	13	20	20
5	23.53	*	10.53	64.71	*	63.16	11.76	*	26.32	17	*	19
All Grades	17.43	3.57	9.92	54.13	44.64	49.59	28.44	51.79	40.50	109	112	121

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	30.00	7.14	22.73	30.00	32.14	45.45	40.00	60.71	31.82	20	28	22
1	5.26	5.26	0.00	68.42	63.16	53.33	26.32	31.58	46.67	19	19	15
2	25.00	16.67	13.79	43.75	66.67	58.62	31.25	16.67	27.59	16	18	29
3	33.33	5.88	25.00	62.50	52.94	75.00	4.17	41.18	0.00	24	17	16
4	38.46	10.00	15.00	30.77	55.00	45.00	30.77	35.00	40.00	13	20	20
5	41.18	*	15.79	58.82	*	63.16	0.00	*	21.05	17	*	19
All Grades	28.44	8.93	15.70	50.46	50.89	56.20	21.10	40.18	28.10	109	112	121

**Conclusions based on this data:**

1. According to the CA Dashboard, our English Learners' progress has increased.
2. Identifying consistent patterns in the ELPAC data is challenging due to the changing nature of the English Language Learner population.

# School and Student Performance Data

## Student Population

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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

2023-24 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
289	49.1%	39.8%	0.7%
Total Number of Students enrolled in Lomita Park Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2023-24 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	115	39.8%
Foster Youth	2	0.7%
Homeless	0	0.0%
Socioeconomically Disadvantaged	142	49.1%
Students with Disabilities	23	8%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	7	2.4%
American Indian	0	0.0%
Asian	47	16.3%
Filipino	11	3.8%
Hispanic	151	52.2%
Two or More Races	20	6.9%
Pacific Islander	17	5.9%
White	33	11.4%

### Conclusions based on this data:

1. Lomita Park has a large EL population.

2. Based on home language surveys, we have over 17 languages spoken at our students' homes.

# School and Student Performance Data

## Overall Performance






The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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



### 2024 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<div>English Language Arts</div> <div><p>Orange</p></div>	<div>Chronic Absenteeism</div> <div><p>Yellow</p></div>	<div>Suspension Rate</div> <div><p>Orange</p></div>
<div>Mathematics</div> <div><p>Orange</p></div>		
<div>English Learner Progress</div> <div><p>Blue</p></div>		

### Conclusions based on this data:

1. Chronic absenteeism has declined, and the data suggests that attendance should continue to improve by implementing a multi-tiered approach that includes positive school climate initiatives, personalized family outreach, early identification and intervention, mentorship programs, and community partnerships.
2. The ELL academic performance data has improved. By implementing a multi-tiered approach that includes targeted language instruction, integrated and designated ELD professional learning, a dedicated ELD block, culturally

responsive teaching, structured literacy support, ongoing formative assessments reviewed through PLTs for iterative improvement, and strong family engagement, we will continue to enhance academic performance.

3. Overall, performance data suggests that students are performing below grade level and need a vertically aligned reading curriculum, as well as regular formative assessments analyzed by all teachers to guide small-group instruction and intervention strategies.

# School and Student Performance Data

## Academic Performance English Language Arts

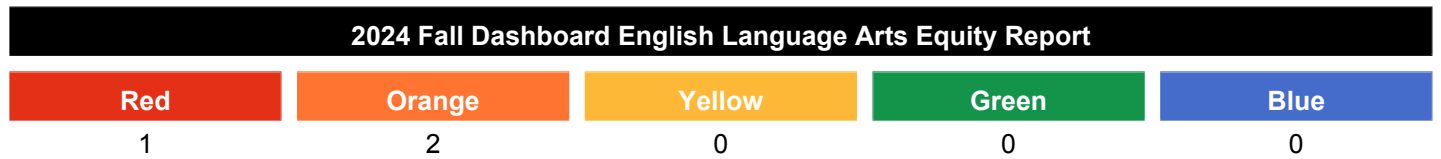
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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












This section provides number of student groups in each level.



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

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<div>All Students</div> <div></div> <div>Orange</div> <div>43.4 points below standard</div> <div>Maintained 2.2 points</div> <div>137 Students</div>	<div>English Learners</div> <div></div> <div>Orange</div> <div>66.8 points below standard</div> <div>Declined 7.3 points</div> <div>66 Students</div>	<div>Long-Term English Learners</div> <div></div> <div>No Performance Color</div> <div>0 Students</div>
<div>Foster Youth</div> <div></div> <div>No Performance Color</div> <div>0 Students</div>	<div>Homeless</div> <div></div> <div>No Performance Color</div> <div>0 Students</div>	<div>Socioeconomically Disadvantaged</div> <div></div> <div>Red</div> <div>77.9 points below standard</div> <div>Declined 20.6 points</div> <div>63 Students</div>

<b>Students with Disabilities</b>  No Performance Color 128.3 points below standard Declined 26.0 points 16 Students	<b>African American</b>  No Performance Color Less than 11 Students 1 Student	<b>American Indian</b>  No Performance Color 0 Students
<b>Asian</b>  No Performance Color 1.7 points below standard Increased 13.4 points 27 Students	<b>Filipino</b>  No Performance Color Less than 11 Students 5 Students	<b>Hispanic</b>  Orange 61.3 points below standard Declined 7.3 points 74 Students
<b>Two or More Races</b>  No Performance Color Less than 11 Students 9 Students	<b>Pacific Islander</b>  No Performance Color Less than 11 Students 8 Students	<b>White</b>  No Performance Color Less than 11 Students 10 Students

#### Conclusions based on this data:

- General performance data indicates that socioeconomically disadvantaged students are achieving at the lowest levels. This highlights the necessity for regular formative assessments to inform the development of in-class small-group instruction. Analyzing this assessment data will aid in tailoring targeted interventions, supported by the "push-in" model and collaboration between reading teachers and ELD tutors. A vertically aligned reading curriculum should be established to ensure consistency across grade levels and deliver focused literacy support. Furthermore, incorporating culturally responsive teaching strategies and structured language instruction will significantly enhance ELL growth and overall student achievement.
- Data on the academic performance of English Language Learners (ELL) indicates that enhancing learning requires the implementation of both integrated and designated English Language Development (ELD) professional training, the establishment of learning communities, and the creation of a specific block dedicated to ELD. Furthermore, utilizing data from formative assessments, a vertically aligned reading curriculum, and small-group instruction through the "push-in" model—backed by collaboration between reading teachers and ELD tutors—will further promote ELL growth and overall literacy development.
- A crucial area for intervention is providing a strong foundation for early intervention through targeted support for kindergarten students in the extended day program by using the district-approved curriculum, which is vertically aligned to strengthen foundational skills. The Kindergarten Professional Learning Team will collaborate with reading teachers through formative assessments to identify appropriate interventions, form student groups, and manage the rotation of students for focused support.

# School and Student Performance Data

## Academic Performance Mathematics

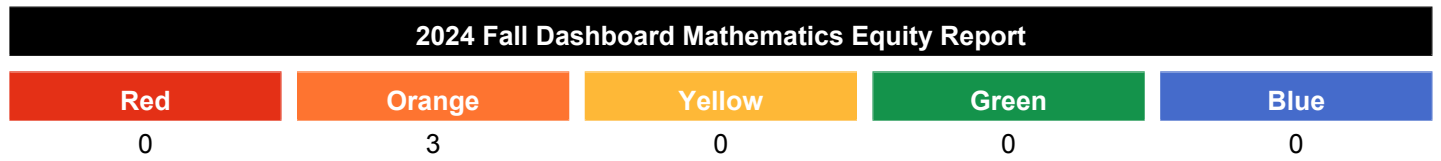
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The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.







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












This section provides number of student groups in each level.



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

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
<div>All Students</div> <div></div> <div>Orange</div> <div>49.4 points below standard</div> <div>Declined 16.6 points</div> <div>139 Students</div>	<div>English Learners</div> <div></div> <div>Orange</div> <div>78.7 points below standard</div> <div>Declined 36.5 points</div> <div>68 Students</div>	<div>Long-Term English Learners</div> <div></div> <div>No Performance Color</div> <div>0 Students</div>
<div>Foster Youth</div> <div></div> <div>No Performance Color</div> <div>0 Students</div>	<div>Homeless</div> <div></div> <div>No Performance Color</div> <div>0 Students</div>	<div>Socioeconomically Disadvantaged</div> <div></div> <div>Orange</div> <div>91.1 points below standard</div> <div>Declined 37.5 points</div> <div>65 Students</div>

<b>Students with Disabilities</b>  No Performance Color 121.8 points below standard Declined 21.7 points 16 Students	<b>African American</b>  No Performance Color Less than 11 Students 1 Student	<b>American Indian</b>  No Performance Color 0 Students
<b>Asian</b>  No Performance Color 10.3 points below standard Declined 15.6 points 28 Students	<b>Filipino</b>  No Performance Color Less than 11 Students 5 Students	<b>Hispanic</b>  Orange 74.5 points below standard Declined 22.7 points 75 Students
<b>Two or More Races</b>  No Performance Color Less than 11 Students 9 Students	<b>Pacific Islander</b>  No Performance Color Less than 11 Students 8 Students	<b>White</b>  No Performance Color Less than 11 Students 10 Students

**Conclusions based on this data:**

1. Performance data shows that math achievement has declined, necessitating urgent intervention to support all students. Implementing frequent formative assessments, analyzing results to inform small-group instruction, and emphasizing math literacy and problem-solving skills will enhance outcomes. Moreover, providing targeted academic interventions, such as after-school tutoring and increased family engagement, will further assist students in need.

# School and Student Performance Data



## Academic Performance English Learner Progress

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	Long-Term English Learner Progress
 Blue	 No Performance Color
63.5% making progress.	making progress.
Number Students: 85 Students	Number Students: 0 Students

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.

2024 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
7.1%	29.4%	0%	63.5%

### Conclusions based on this data:

- Nearly two-thirds of students demonstrated growth by advancing at least one level.
- The data suggests implementing integrated and designated English language development (ELD) professional training, establishing learning communities, and creating a dedicated ELD block to further support the academic progress of the remaining third and continue advancing those who have already progressed. Additionally, a vertically aligned reading curriculum, frequent formative assessments, and small-group instruction through the "push-in" model, involving collaboration between reading teachers and ELD tutors, will enhance ELL growth and overall literacy development.
- A critical area for intervention is providing targeted support for English Language Learners (ELLs) in the kindergarten extended day program. The district-adopted curriculum is aligned vertically to build foundational skills. Through formative assessments, the Kindergarten Professional Learning Team will collaborate with reading teachers to determine appropriate interventions, create student groups, and guide the rotation of ELL students for focused, data-driven support.

# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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












This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
<div>All Students</div> <div> Yellow</div> <div>21.6% Chronically Absent</div> <div>Declined 8.2</div> <div>306 Students</div>	<div>English Learners</div> <div> Orange</div> <div>25.6% Chronically Absent</div> <div>Declined 2.4</div> <div>129 Students</div>	<div>Long-Term English Learners</div> <div> No Performance Color</div> <div>0 Students</div>
<div>Foster Youth</div> <div> No Performance Color</div> <div>Fewer than 11 students - data not displayed for privacy</div> <div>2 Students</div>	<div>Homeless</div> <div> No Performance Color</div> <div>0 Students</div>	<div>Socioeconomically Disadvantaged</div> <div> Yellow</div> <div>22.6% Chronically Absent</div> <div>Declined 10.5</div> <div>155 Students</div>

<b>Students with Disabilities</b>  No Performance Color 21.4% Chronically Absent Declined 1.6 28 Students	<b>African American</b>  No Performance Color Fewer than 11 students - data not displayed for privacy 7 Students	<b>American Indian</b>  No Performance Color 0 Students
<b>Asian</b>  Orange 12.5% Chronically Absent Increased 6.3 48 Students	<b>Filipino</b>  No Performance Color 16.7% Chronically Absent Declined 5.6 12 Students	<b>Hispanic</b>  Yellow 28.4% Chronically Absent Declined 9.6 162 Students
<b>Two or More Races</b>  No Performance Color 8.7% Chronically Absent Declined 11.3 23 Students	<b>Pacific Islander</b>  No Performance Color 21.1% Chronically Absent Declined 17 19 Students	<b>White</b>  Yellow 14.3% Chronically Absent Declined 12.7 35 Students

#### Conclusions based on this data:

1. Chronic absenteeism has decreased, but it remains a significant challenge at Lomita Park, as frequently absent students struggle with academic progress. This issue is particularly urgent among the "Socioeconomically Disadvantaged," "English Learner," and "Hispanic" student groups, requiring targeted attention.
2. Data suggests that administering transportation and school partnerships requires conducting surveys with parents and guardians to gather valuable insights. Based on this feedback, we will develop and implement a plan to promote positive attendance in collaboration with parents, the county office, the family engagement coordinator, the principal, the counselor, teachers, and staff.
3. The family engagement coordinator should also continue to implement a multi-tiered approach that includes positive school climate initiatives, personalized family outreach, early identification and intervention, mentorship programs, and community partnerships to further improve attendance.

# School and Student Performance Data

## Conditions & Climate Suspension Rate

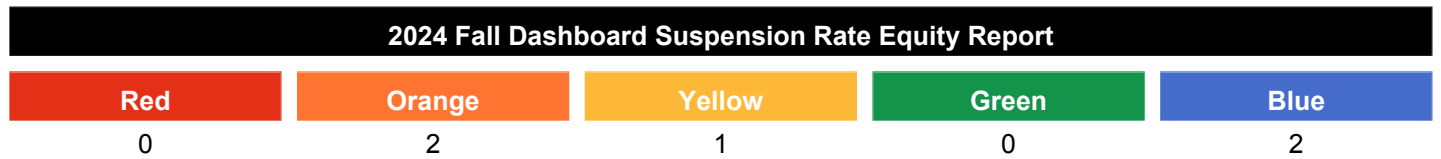
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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












This section provides number of student groups in each level.



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

2024 Fall Dashboard Suspension Rate for All Students/Student Group		
<div>All Students</div> <div> Orange</div> <div>1.3% suspended at least one day</div> <div>Increased 1.3%</div> <div>317 Students</div>	<div>English Learners</div> <div> Yellow</div> <div>0.8% suspended at least one day</div> <div>Increased 0.8%</div> <div>133 Students</div>	<div>Long-Term English Learners</div> <div> No Performance Color</div> <div>0 Students</div>
<div>Foster Youth</div> <div> No Performance Color</div> <div>Fewer than 11 students - data not displayed for privacy</div> <div>2 Students</div>	<div>Homeless</div> <div> No Performance Color</div> <div>0 Students</div>	<div>Socioeconomically Disadvantaged</div> <div> Orange</div> <div>1.9% suspended at least one day</div> <div>Increased 1.9%</div> <div>158 Students</div>

<b>Students with Disabilities</b>  No Performance Color 0% suspended at least one day Maintained 0% 28 Students	<b>African American</b>  No Performance Color Fewer than 11 students - data not displayed for privacy 7 Students	<b>American Indian</b>  No Performance Color 0 Students
<b>Asian</b>  Blue 0% suspended at least one day Maintained 0% 49 Students	<b>Filipino</b>  No Performance Color 0% suspended at least one day Maintained 0% 12 Students	<b>Hispanic</b>  Orange 2.4% suspended at least one day Increased 2.4% 169 Students
<b>Two or More Races</b>  No Performance Color 0% suspended at least one day Maintained 0% 26 Students	<b>Pacific Islander</b>  No Performance Color 0% suspended at least one day Maintained 0% 19 Students	<b>White</b>  Blue 0% suspended at least one day Maintained 0% 35 Students

#### Conclusions based on this data:

1. Continuing to collaboratively create and implement Positive Behavioral Interventions and Supports (PBIS) as a proactive, school-wide framework will foster a positive school climate and reduce the need for suspensions. By further developing and communicating clear behavior expectations, providing targeted interventions, and using data-driven decision-making, the school will increasingly effectively address behavioral challenges early, ensuring a supportive learning environment for all 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 1

### Title and Description of School Goal

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

#### Reading

Lomita Park Elementary is dedicated to providing high-quality literacy instruction to all students, aiming to increase English Language Arts proficiency. Through targeted, differentiated instruction, data-driven decision-making, and the implementation of evidence-based programs, the school will support students in developing essential phonics, fluency, vocabulary, and comprehension skills. Regular progress monitoring and targeted interventions will ensure that every student receives the support needed to achieve grade-level reading proficiency.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

The Millbrae Elementary School District will provide high-quality literacy instruction to all students. In the primary grades, students will receive literacy instruction in phonics, phonological awareness, fluency, vocabulary, and comprehension. The overall number of students achieving proficiency in reading will increase each year as measured by state and local assessments.

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Lomita Park Elementary will provide high-quality literacy instruction to all students. In the primary grades, students will receive literacy instruction in phonics, phonological awareness, fluency, vocabulary, and comprehension. As measured by state and local assessments, the number of students achieving proficiency in English Language Arts will increase from 43.4% to 53.4%.

### Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP Local Assessments	English Language Arts Met or Exceeded Standards 43.4%	English Language Arts Met or Exceeded Standards 53.4%.

### Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	A systematic approach to data collection, analysis, and application of reading strategies will guide instructional decisions, ensuring students are provided with the support they need. Staff will be trained in reading screening using DIBELS, which offers both individual and group curriculum, while Imagine Learning, STAR and DRA tests will be used to accurately assess student progress. Students will be assessed every six weeks to identify the need for interventions, using targeted data for instructional planning.	All Students	

1.2	Based on data analysis, clear guidelines for placement will support identified students through appropriate reading placement and the MTSS (Multi-Tiered Systems of Support) Team and SST (Student Success Team) process.	Identified Students	2,000.00 Title I
1.3	District- and site-funded reading teachers will provide targeted instruction to support literacy development.	Identified Students	93,250.61 Title I  Reading Specialist 0.6 FTE
1.4	Extended Day services will be offered for kindergarten students, focusing on literacy using the tools mentioned above to build foundational skills for reading proficiency.	All Students	
1.5	The Heggerty Phonics program will be implemented in grades K-3 to strengthen phonemic awareness and phonics skills, supplemented by additional phonemic awareness materials to further reinforce learning.	All Students	
1.6	The K-2 Foundations Curriculum will provide structured literacy instruction, and supplemental phonemic awareness materials will be incorporated into the classroom to enhance skill development.	All Students	12,000 Title I
1.7	To support reading growth, class library funding will be allocated to purchase diverse and engaging books that align with literacy goals.	All Students	Title I
1.8	The school will also integrate The Big Lift resources to further enhance literacy instruction, ensuring students gain the foundational skills needed to achieve grade-level reading proficiency by third grade.	All Students	

## Annual Review

### SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

### Analysis

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

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

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

# Goals, Strategies, & Proposed Expenditures

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

## Goal 2

### Title and Description of School Goal

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

#### Academic Achievement

All students will receive standards-based differentiated instruction to increase proficiency in essential grade-level standards.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

All students will receive standards-based differentiated instruction. By the end of each academic year, at least 80% of students will demonstrate proficiency in grade-level essential standards, as measured through local summative assessments. Common formative assessments, regular analysis of assessment data within teacher Professional Learning Team (PLT) groups, and statewide data in mathematics will be used to inform instruction and differentiation.

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

All students will receive standards-based differentiated instruction. By the end of the 2025 academic year, the school aims to increase the percentage of students demonstrating proficiency in grade-level essential standards in mathematics from 49.4% in 2024 to 59.4% in 2025, as measured through local summative assessments. This goal will be supported by the use of common formative assessments, regular analysis of assessment data within teacher Professional Learning Team (PLT) groups, and statewide English Language Arts and mathematics data, all of which will inform instruction and differentiation efforts.

### Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP Local Assessments	English Language Arts Met or Exceeded Standards 43.4% Mathematics Met or Exceeded Standards 49.4%	English Language Arts Met or Exceeded Standards 53.4% Mathematics Met or Exceeded Standards 59.4%

### Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
2.1	A newly adopted math curriculum will be implemented to enhance math instruction across grade levels.	All Students	
2.2	After-school tutoring will be provided, with efforts to recruit additional teachers to facilitate smaller group instruction.	Identified Students	After School and Education Safety (ASES)

<b>2.3</b>	Reading and math groups will be organized, and aides will be designated to support students in areas of greatest need.	All Students	32,472.19 Title I  Intervention Para - 0.5 FTE 48,000.00 Title I  Intervention Para - 0.75 FTE
<b>2.4</b>	Teachers and reading specialists will participate in peer observations to share effective instructional strategies, strengthen differentiated instruction practices, and foster collaboration around student learning.	All Students	
<b>2.5</b>	Reading specialists will also work closely with teachers to discuss group formations and develop schedules that best support student access to core curriculum.	Identified Students	
<b>2.6</b>	Foundations curriculum will be used for K-2 students to strengthen foundational skills.	All Students	
<b>2.7</b>	To further engage families in supporting their children's academic success, Parent University/Cafes and Principal Coffees will be offered, guiding parents in both mathematics and reading strategies to support learning at home.	All Students	2,500.00 Title I Part A: Parent Involvement

## Annual Review

**SPSA Year Reviewed: 2023-24**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

### Analysis

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

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

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

# Goals, Strategies, & Proposed Expenditures

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

## Goal 3

### Title and Description of School Goal

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

#### Social Emotional Learning/Attendance/Student Engagement

Lomita Park Elementary will increase student engagement and raise attendance by fostering a welcoming, inclusive environment, providing diverse and meaningful learning experiences, and building strong family partnerships. Through targeted strategies that support students' social, emotional, and academic needs, the school aims to reduce chronic absenteeism and ensure every student feels connected, motivated, and ready to learn.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

MESD will increase student engagement and decrease chronic absenteeism rates by fostering a welcoming, inclusive, and safe environment, and providing diverse learning experiences that spark curiosity and passion, as measured by state and local measures.

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Lomita Park Elementary had an attendance rate of 78.4% in 2024, with a chronic absenteeism rate of 21.6%.

### Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Dashboard Local Assessments	Chronic Absenteeism 21.6% - 78.4% Attendance	Chronic Absenteeism 13% - 97% Attendance

### Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.1	School staff will emphasize the importance of regular attendance and its direct impact on student success, clearly outlining expected outcomes. Teachers will receive training on effectively engaging families to address attendance issues and will work with designated school staff to explore ways to incentivize and motivate students by individualizing approaches to each student's interests and needs, supporting positive attendance. Teachers will engage with families, offer district and school-provided resources, and understand the reasons behind absences, ensuring students receive the necessary support.	All Students	
3.2	The Attendance Team will meet weekly to determine which home visits will be made to	Identified Students	

	address immediate needs and schedule SART (School Attendance Review Team) and SARB (School Attendance Review Board) meetings to focus on addressing chronic absenteeism and tardiness. Based on these meetings, designated school staff will meet with parents to discuss severe cases of absenteeism and tardiness. Additionally, designated staff will reach out to parents to emphasize the importance of attendance, provide resources for student success, and address any concerns related to tardiness. To reinforce high expectations, designate school staff will distribute Attendance Works handouts during school drop-off and engage in conversations with families of late-arriving students.		
<b>3.3</b>	The school will also work with SMCOE to launch a Walking School Bus program designed to improve student attendance, promote physical activity, and create a safe and supportive environment for students to travel to school together. This initiative will help reduce tardiness, increase student engagement, and foster a sense of community among students families.	All Students	
<b>3.4</b>	Parent involvement will be strengthened through a Parent University/Cafe Night, where attendance expectations will be discussed, and families can collaborate on ideas for support. Additionally, the school will host Back to School Night with presentations in both Spanish and English at the MUR and library, along with Back to School Morning and Zoom meetings to engage families and provide them with the necessary information to support their children's success.	All Students	
<b>3.5</b>	To encourage consistent attendance and foster a sense of ownership in their education, students will be given responsibilities, such as becoming Peer Helpers or joining the safety patrol for older students. These roles will help increase student engagement by providing leadership opportunities. Additionally, incentives will be introduced, including weekly awards for the most on-time class, most improved attendance, and individual recognition for consistent or improved attendance, further motivating students to stay engaged and attend school regularly.	All Students	
<b>3.6</b>	Incorporating PBIS (Positive Behavioral Interventions and Supports), the school will provide professional development for PBIS team members, use behavior data to inform decisions, purchase necessary materials and supplies for PBIS incentives, and apply PBIS strategies to reinforce positive attendance behaviors. This will help create a positive school climate and encourage students to take responsibility for their learning.	All Students	1,500.00 Title I
<b>3.7</b>	Small group interventions will be expanded based on class needs, with a focus on Social-Emotional Learning (SEL) and behavioral support to help students develop the skills necessary for success in both academics and social interactions. The SEL team, consisting of the behaviorist, principal,	All Students	

	counselor, and school psychologist, will support these interventions. The SEL team will collaborate with teachers to assess and identify the specific needs of small groups of students. Staff and faculty will receive training in restorative practices with support from the SEL team, which includes learning restorative questions to ask students and facilitating restorative conversations. This approach will promote a positive school environment and assist students in constructively resolving conflicts. Materials and supplies will be purchased for necessary SEL incentives.		
<b>3.8</b>	Lomita Park will form a Safety Care Team composed of trained classified and certificated staff. This team will be trained by the district and county offices in de-escalation, trauma-informed practices, and restorative strategies to ensure a safe and inclusive school environment. The team will create and follow clear response protocols to support students, meet regularly to review incidents and adjust plans as needed, and maintain communication with families and staff. This proactive and collaborative approach is designed to provide consistent and caring responses to student needs.	Identified Students	
<b>3.9</b>	Additional support for identified general education students will be provided through the SEL team under the guidance of the behaviorist, who will be on-site weekly to collaborate. The behaviorist will assist in creating Behavior Intervention Plans (BIPs), recommend targeted strategies, and support their implementation. Working with the Safety Care Team, the behaviorist will help ensure students receive consistent, individualized interventions that promote positive behavior and success in the classroom. Books and other necessary materials will be purchased for classrooms and individual students to address SEL and behavioral needs, such as using social stories to teach and reinforce these skills.	Identified Students	
<b>3.10</b>	Lomita Park will provide an extended day program for half of the students. The program will prioritize students who qualify for Free and Reduced Meals. Services include academic support and social skill development in a nurturing school environment.	Identified Students	142,814 After School and Education Safety (ASES)

## Annual Review

### SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

### Analysis

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

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

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

# Goals, Strategies, & Proposed Expenditures

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

## Goal 4

### Title and Description of School Goal

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

#### English Language Learners

Lomita Park will provide both integrated and designated English language development (ELD) instruction to improve English language acquisition and academic achievement among our English Learner (EL) students. The percentage of students who demonstrate at least one year of growth on the English Language Proficiency Assessment for California (ELPAC) or are redesignated as fluent English proficient will increase from the previous year. This progress will help close the achievement gap in both English language acquisition and mastery of state standards.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

MESD will provide integrated and designated English language development instruction, improving English language acquisition and academic achievement among our English Learner (EL) students. The percentage of students who achieve at least one year of growth from the previous English Language Proficiency Assessment for California (ELPAC) or are redesignated as a fluent English proficient student will increase from the prior year.

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

The overall percentage of students at level 4 will rise from 63.5% to 75% by the end of the 2026 school year, as measured by the ELPAC assessment.

### Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELPAC Local Assessments	ELPAC Level 4 - 63.5%	ELPAC Level 4 - 75%

### Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
4.1	A full-time ELD tutor and a second ELD tutor, who will be available three of the five school days per week, will provide additional tutoring minutes to students who need the most support in language development. These tutors work closely with EL students to ensure they receive the individualized attention necessary for progress.	Identified Students	
4.2	The Big Lift training will focus specifically on English Language Learners, equipping staff with strategies to better support these students' academic success.	All Students	

# Annual Review

**SPSA Year Reviewed: 2023-24**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

## Analysis

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

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

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

# Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

## Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$334,536.80
Total Federal Funds Provided to the School from the LEA for CSI	\$

## Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

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

Federal Programs	Allocation (\$)
Title I	\$189,222.80
Title I Part A: Parent Involvement	\$2,500.00

Subtotal of additional federal funds included for this school: \$191,722.80

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 (\$)
After School and Education Safety (ASES)	\$142,814.00

Subtotal of state or local funds included for this school: \$142,814.00

Total of federal, state, and/or local funds for this school: \$334,536.80

# 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
General Fund	5,274	5,274.00
Lottery: Instructional Materials	14,154.59	14,154.59
Title I	22,555	-166,667.80
Donations	49,823	49,823.00
Prop 28	48,076	48,076.00
Unrestricted	213	213.00

## Expenditures by Funding Source

Funding Source	Amount
After School and Education Safety (ASES)	142,814.00
Title I	189,222.80
Title I Part A: Parent Involvement	2,500.00

## Expenditures by Budget Reference

Budget Reference	Amount
	2,000.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	After School and Education Safety (ASES)	142,814.00
	Title I	189,222.80
	Title I Part A: Parent Involvement	2,500.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	107,250.61
Goal 2	82,972.19
Goal 3	144,314.00

# School Site Council Membership

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

- 1 School Principal
- 2 Classroom Teachers
- 2 Other School Staff
- 4 Parent or Community Members

Name of Members	Role
Tiffany Davis	Parent or Community Member
Caro Unger	Parent or Community Member
Naomi Funahashi	Parent or Community Member
Nicole Nishikawa	Parent or Community Member
Jennifer Hoskins	Classroom Teacher
Kathy Zavaleta	Classroom Teacher
Adriana Becerra Gomez	Other School Staff
Tina Mondani	Other School Staff
Janeen Malatesta	Principal

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

# Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

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 May 23, 2024.

Attested:

Principal, Dr. Janeen Malatesta on 3/27/2025

SSC Chairperson, Tiffany Davis on 3/27/2025

# Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp) pursuant to California *Education Code (EC)* Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with *EC* 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

## Instructions: Table of Contents

- Plan Description
- Educational Partner Involvement
- Comprehensive Needs Assessment
- Goals, Strategies/Activities, and Expenditures
- Annual Review
- Budget Summary
- Appendix A: Plan Requirements for Title I Schoolwide Programs
- Appendix B: Select State and Federal Programs

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

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

## Plan Description

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

### **Additional CSI Planning Requirements:**

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

### **Additional ATSI Planning Requirements:**

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

## Educational Partner Involvement

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

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

### **Additional CSI Planning Requirements:**

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

### **Additional ATSI Planning Requirements:**

This section meets the requirements for ATSI.

## Resource Inequities

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

**Additional CSI Planning Requirements:**

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

**Additional ATSI Planning Requirements:**

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

## **Comprehensive Needs Assessment**

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

**SWP Planning Requirements:**

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

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

**CSI Planning Requirements:**

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

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

**ATSI Planning Requirements:**

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

## **Goals, Strategies/Activities, and Expenditures**

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

**Additional CSI Planning Requirements:**

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

**Additional ATSI Planning Requirements:**

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

**Goal**

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

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

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

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

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

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

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

**Additional CSI Planning Requirements:**

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

**Additional ATSI Planning Requirements:**

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

**Identified Need**

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

**Additional CSI Planning Requirements:**

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

**Additional ATSI Planning Requirements:**

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

**Annual Measurable Outcomes**

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

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

**Additional CSI Planning Requirements:**

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

**Additional ATSI Planning Requirements:**

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

## **Strategies/Activities Table**

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

Complete the table as follows:

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

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

**Additional CSI Planning Requirements:**

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

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

**Additional ATSI Planning Requirements:**

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

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

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

## Annual Review

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

## Goal Analysis

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

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

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

### Additional CSI Planning Requirements:

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

### Additional ATSI Planning Requirements:

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

## Budget Summary

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

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

**Additional CSI Planning Requirements:**

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

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

**Additional ATSI Planning Requirements:**

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

## Budget Summary Table

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

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

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

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

# Appendix A: Plan Requirements

## Schoolwide Program Requirements

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

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

## Requirements for Development of the Plan

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

## Requirements for the Plan

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

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

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

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

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

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

### Comprehensive Support and Improvement

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

The CSI plan shall:

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

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

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

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

### Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

## CSI Resources

For additional CSI resources, please see the following links:

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

## Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

## Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

## ATSI Resources:

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

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

## Appendix C: Select State and Federal Programs

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

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

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