



San Ysidro
School District **EST - 1887**
QUALITY EDUCATION AND OPPORTUNITY FOR ALL STUDENTS TO SUCCEED

School Plan for Student Achievement for the 2020-21 School Year



La Mirada Elementary School

Board Item: 17C.1

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
La Mirada Elementary School	37 68379 6089007	December 3, 2020	December 14, 2020

Purpose and Description

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

Schoolwide Program

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

La Mirada Elementary plans to effectively meet ESSA's requirements in alignment with the LCAP and other programs to increase performance of English Language Learners, and Low Income Students to proficiency level. This will be done by a part time temp intervention teacher, differentiation, small group instruction, and interventions at all grade levels in order to close the achievement gap between these students and their counterparts. Another strategy utilized by La Mirada Elementary is to provide parents a series of workshops to help them navigate the educational system in the U.S. Giving parents the tools to support their children in turn yields greater student achievement. La Mirada Elementary is supporting students during this Covid-19 worldwide pandemic through the Continuity Learning Plan. Please note: La Mirada has successfully exited CSI, however, due to the Covid-19 pandemic, all funding sources labeled CSI or Comprehensive Support and Improvement is 2018-2019 funding still made available due to school closure.

Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

La Mirada Elementary has implemented surveys on parent involvement, teacher needs, and will implement surveys throughout the school year to set a baseline in other areas as needed. The information gathered from the surveys guided the revision of the Single Plan For Student Achievement.

Classroom Observations

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

During formal/ informal observations the site administrator monitors the implementation of the California Common Core Standards and provides feedback to teachers.

Classroom observations may be formal or informal and are conducted weekly for different purposes. Formal observations are part of the evaluation process, they may be scheduled or unannounced, and may last from 20 -30 minutes with follow up feedback. Informal observations or walk- throughs are short 5-10 minutes visits with feedback. The purpose of informal observations is to monitor instruction, and to provide assistance to teachers with the goal of student success.

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

La Mirada Elementary is using district CCS benchmark assessments to assess student performance. The results are analyzed and discussed among staff during PLCs and Unit Data Reflection meetings to inform instructional practices, lesson design and delivery.

ELPAC data will be used to create groups for designated ELD instruction, and to assess the effectiveness of the instructional program and monitor student progress.

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

Results from district CCS benchmark assessments will be used during grade level data reflection meetings as well as individual student monitor meetings with the principal. The purpose of these meetings is for teachers to collaborate in order to make modifications to instruction to better meet the academic needs of our students. These meetings also provide a structure to focus on curriculum, instruction, student learning and address loss of learning during Distance Learning due to the Covid-19 pandemic.

La Mirada Elementary will use data to support students in small group instruction during the school day and for intervention during extended day.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

100% of La Mirada teachers meet the requirements for highly qualified staff.

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

La Mirada Elementary teachers hold valid California Credentials and participate in on-going professional development that includes district trainings and professional learning communities.

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

Beginning in 2015-2016, the San Ysidro School District led the development of grade level curriculum matrices which were aligned to the California Core Curriculum Standards. The matrices were created collaboratively by grade level teachers who used the California Common Core Assessment Blueprints, Claims, and Targets to determine the content of units. Additionally, each unit includes an aligned assessment. The assessment is given commonly throughout each grade level in the District and student data from the assessment is used to determine student progress with performance goals and the necessary supports to be provided for students who are not meeting performance goals. Loss of learning due to Covid-19 is considered when discussing student progress.

This process of curriculum alignment to the common core aligned assessments, and data reflection with planning will continue in 2020-2021. Data from the 2019-2020 school year will be used in the subsequent year to measure student progress vertically and inform areas for professional development. In 2016-2017, curriculum walks were added to develop a common language regarding classroom practices so that discussion and feedback regarding the curriculum matrix and student assessment data are targeted.

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

Staff development has been 100% aligned to the Common Core Standards adopted by the state of California. Assessments were created based on Common Core Standards Matrices.

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

Teachers collaborate by grade level in Professional Learning Communities. Opportunities for teacher collaboration occur once a week with Data Reflection Sessions taking place after the completion of a unit assessments in ELA and Math Unit Assessment. Additionally, teachers have minimum days one day each week when students leave early and teachers use the non-instructional time for professional preparation and collaboration. Each month, 50% of these minimum days are used for PLC planning and/or Common Core implementation meetings. This is in excess of 51 hours of yearly collaboration opportunities for PLC groups, grade-levels and/or content specific departments

Teaching and Learning

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

Classroom teachers are utilizing the District Curriculum Matrix and assessments which were created by grade level teachers and are aligned to California Core Curriculum Standards using state blueprints, claims, and targets. Materials used in classrooms are state adopted materials and sufficient for all students so as to be compliant with Williams Settlement Requirements. The matrix and assessment were implemented during the 2015-2016 school year. During the 2019-2020 school year, District professional development will focus on best practices of instruction. This will include frequent learning walks by administrative teams to anchor on documenting evidence of teaching and learning utilizing aligned curriculum and materials, as well as providing meaningful feedback to teachers. A common language will be developed throughout the district to be able to discuss and improve on teaching and learning.

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

At La Mirada there is a 2.5 hour English Language Arts block, 45 minutes of designated ELD time for ELL's and 60 minutes of math instruction.

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

The SYSD Curriculum Matrix provides a pacing schedule for teachers to be able to adjust within a unit and/or in the subsequent unit. These adjustments to pacing allow for re-teaching and/or other support within the classroom for students who are not meeting performance goals.

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

CCSS Language Arts materials have been adopted. La Mirada teachers will continue to use our district adopted materials in English, Language Arts, Social Science, and Science with the support of Common Core supplementary materials recommended by teachers and Educational Services to adapt our instruction to the new Common Core Standards. Math materials were adopted during the 2017-2018 school year.

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

Every student at La Mirada has access to SBE-adopted core materials for ELA and Math including intervention materials.

Opportunity and Equal Educational Access

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

During instructional time teachers will assess learning, and will differentiate instruction accordingly. Small flex groups will enable students to access the core. After school interventions, as well as support in class by Instructional Assistants are in place to support under performing students.

Evidence-based educational practices to raise student achievement

Best Practices, small group instruction, student collaboration, gradual release of responsibility, active student engagement.

Parental Engagement

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

Parenting classes, parent meetings, teacher conferences are among some of the resources available at La Mirada to support parents to help their students. Partnership with South Bay Community Services for parenting classes was created in an effort to expand parents resources in the community. We have partnered with different organizations that will include physical, mental and educational support to parents.

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

La Mirada has a number of opportunities for stakeholders to be involved in the planning, implementation, and evaluation of programs which are funded under Title 1 (at the site level), and Title 2 and/or 3 (at the district level). La Mirada has a School Site Council which meets monthly to review site planning and execution. The council is composed of staff and parents who discuss agenda items with the largest responsibility being to help create, revise, and evaluate the Single Plan for Student Achievement and approve (by vote) its implementation. Another advisory committee is the English Learners Advisory Committee (ELAC) where parents of English Learners provide input on the programs and services for their students. These committees also provide input for the SYSD Local Control Accountability Plan (LCAP) and the use of state funding (base and supplemental) for district-wide programs. There are also District level committees for stakeholder input, planning, and evaluation including District English Learners Advisory Committee (DELAC), District Parent Advisory Committee (DPAC), Master Plan Committee, SYSD Safety Committee, and the LCAP Cohort.

Funding

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

La Mirada utilizes Title I funds to provide support to educationally disadvantaged students through academic interventions. District level funds, i.e. Title II, Title III, and the Educator Effectiveness grant, provide additional academic support for English Learners and Homeless/Foster Youth through professional development and the purchase of supplementary materials.

Fiscal support (EPC)

San Ysidro School District (SYSD) provides centralized services which include specific programs, actions, and services utilized by La Mirada and funded by LCFF (Base and Supplemental/Concentration) funds, Title I, Title II, Title III, Educator Effectiveness, and Special Education.

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The SPSA is reviewed during School Site Council Meetings, English Language Advisory Committee meetings, and during parent meetings. There are updates to the plan based on the needs of our students and school. The chairperson for the ELAC committee also serves on our School Site Council. Survey data was utilized to revise and guide the Single Plan for Student Achievement.

Resource Inequities

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

La Mirada will identify Gifted and Talented Students through the use of CogAt (Cognitive Abilities Test). Once students are identified they will be offered a variety of enrichment opportunities, including: College for Kids, Robotics, VAPA, and other Pathways Programs. La Mirada will support homeless children, foster youth, migrant, and needy students and families within the community through the Student and Family Services Manager (SFSM). Students are provided school uniforms and shoes, bus passes for transportation, and other resources. In addition, the SFSM serves as an advocate and provides access to resources such as housing, tutoring, and medical/dental services. During the Covid-19 pandemic, students are provided chromebooks, hotspots, and any materials necessary for Distance Learning.



School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	%	%	0%			0
African American	1.18%	1.21%	1.79%	5	5	6
Asian	0.47%	0.73%	0.6%	2	3	2
Filipino	0.71%	0.97%	0.89%	3	4	3
Hispanic/Latino	96.70%	96.37%	94.64%	410	398	318
Pacific Islander	%	%	0%			0
White	0.24%	0.73%	1.19%	1	3	4
Multiple/No Response	%	%	0.6%			1
Total Enrollment				424	413	336

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Kindergarten	73	68	44
Grade 1	53	68	47
Grade 2	53	47	52
Grade3	42	61	43
Grade 4	44	39	55
Grade 5	71	52	41
Grade 6	88	78	54
Total Enrollment	424	413	336

Conclusions based on this data:

1. La Mirada Elementary became a TK to 6 grade school in the beginning of the 2017-2018 school year. The 2017-2018 serves as baseline data for La Mirada.
2. La Mirada will no longer just host 4-6 grades.
3. Overall the student population decreased.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners	304	269	222	71.7%	65.1%	66.1%
Fluent English Proficient (FEP)	29	31	17	6.8%	7.5%	5.1%
Reclassified Fluent English Proficient (RFEP)	27	19	10	7.8%	6.3%	3.7%

Conclusions based on this data:

1. Overall the percentage of English Language Learners has stayed consistent over the last several years regardless of the reconfiguration of the school.
2. The total number of students enrolled has decreased.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3		42	59		39	56		39	56		92.9	94.9
Grade 4	159	48	38	154	46	35	154	46	35	96.9	95.8	92.1
Grade 5	171	72	52	164	69	49	164	69	49	95.9	95.8	94.2
Grade 6	153	87	77	146	86	77	146	86	77	95.4	98.9	100
All Grades	483	249	226	464	240	217	464	240	217	96.1	96.4	96

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3		2322.	2364.		0.00	7.14		12.82	14.29		15.38	23.21		71.79	55.36
Grade 4	2403.	2364.	2388.	5.19	4.35	5.71	19.48	6.52	14.29	16.88	28.26	11.43	58.44	60.87	68.57
Grade 5	2404.	2434.	2415.	3.66	4.35	6.12	10.98	24.64	14.29	20.12	20.29	26.53	65.24	50.72	53.06
Grade 6	2490.	2466.	2516.	8.22	4.65	19.48	25.34	23.26	31.17	34.25	25.58	23.38	32.19	46.51	25.97
All Grades	N/A	N/A	N/A	5.60	3.75	11.06	18.32	18.75	20.28	23.49	22.92	22.12	52.59	54.58	46.54

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3		5.13	5.36		23.08	41.07		71.79	53.57
Grade 4	8.44	6.52	5.71	38.96	28.26	40.00	52.60	65.22	54.29
Grade 5	7.93	10.14	6.12	30.49	42.03	46.94	61.59	47.83	46.94
Grade 6	11.64	9.30	19.48	44.52	36.05	46.75	43.84	54.65	33.77
All Grades	9.27	8.33	10.60	37.72	34.17	44.24	53.02	57.50	45.16

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3		0.00	0.00		23.08	44.64		76.92	55.36
Grade 4	5.19	6.52	5.71	44.16	30.43	34.29	50.65	63.04	60.00
Grade 5	6.10	4.35	10.20	29.88	47.83	36.73	64.02	47.83	53.06
Grade 6	13.01	5.81	18.18	41.10	33.72	50.65	45.89	60.47	31.17
All Grades	7.97	4.58	9.68	38.15	35.42	43.32	53.88	60.00	47.00

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3		5.13	7.14		56.41	69.64		38.46	23.21
Grade 4	5.19	4.35	5.71	53.25	50.00	54.29	41.56	45.65	40.00
Grade 5	5.49	4.35	4.08	42.68	59.42	51.02	51.83	36.23	44.90
Grade 6	10.27	9.30	12.99	60.27	56.98	54.55	29.45	33.72	32.47
All Grades	6.90	6.25	8.29	51.72	56.25	57.60	41.38	37.50	34.10

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3		5.13	10.71		30.77	42.86		64.10	46.43
Grade 4	9.09	8.70	11.43	44.81	34.78	25.71	46.10	56.52	62.86
Grade 5	7.93	13.04	10.20	29.88	40.58	32.65	62.20	46.38	57.14
Grade 6	21.23	16.28	29.87	56.16	51.16	48.05	22.60	32.56	22.08
All Grades	12.50	12.08	17.51	43.10	41.67	39.63	44.40	46.25	42.86

Conclusions based on this data:

1. 2017-2018 Data provides a baseline due to the reconfiguration

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3		42	60		42	59		42	59		100	98.3
Grade 4	160	48	38	160	48	38	160	48	38	100	100	100
Grade 5	171	72	52	170	72	51	170	72	51	99.4	100	98.1
Grade 6	153	87	77	152	87	77	152	87	77	99.3	100	100
All Grades	484	249	227	482	249	225	482	249	225	99.6	100	99.1

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3		2334.	2377.		2.38	8.47		7.14	15.25		11.90	15.25		78.57	61.02
Grade 4	2412.	2389.	2400.	3.13	0.00	5.26	15.00	6.25	10.53	29.38	37.50	23.68	52.50	56.25	60.53
Grade 5	2423.	2438.	2415.	4.71	1.39	3.92	4.12	4.17	11.76	20.00	34.72	25.49	71.18	59.72	58.82
Grade 6	2486.	2457.	2491.	8.55	0.00	10.39	17.11	17.24	18.18	34.87	27.59	32.47	39.47	55.17	38.96
All Grades	N/A	N/A	N/A	5.39	0.80	7.56	11.83	9.64	14.67	27.80	28.92	24.89	54.98	60.64	52.89

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3		4.76	13.56		16.67	18.64		78.57	67.80
Grade 4	9.38	2.08	10.53	26.25	27.08	15.79	64.38	70.83	73.68
Grade 5	5.88	2.78	5.88	17.06	29.17	21.57	77.06	68.06	72.55
Grade 6	17.11	6.90	19.48	32.89	31.03	32.47	50.00	62.07	48.05
All Grades	10.58	4.42	13.33	25.10	27.31	23.56	64.32	68.27	63.11

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3		4.76	11.86		21.43	35.59		73.81	52.54
Grade 4	3.75	0.00	7.89	34.38	27.08	26.32	61.88	72.92	65.79
Grade 5	2.35	1.39	1.96	29.41	36.11	33.33	68.24	62.50	64.71
Grade 6	9.87	0.00	10.39	39.47	47.13	44.16	50.66	52.87	45.45
All Grades	5.19	1.20	8.44	34.23	35.74	36.44	60.58	63.05	55.11

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3		2.38	10.17		30.95	45.76		66.67	44.07
Grade 4	6.25	4.17	5.26	32.50	27.08	34.21	61.25	68.75	60.53
Grade 5	2.94	2.78	3.92	28.24	33.33	33.33	68.82	63.89	62.75
Grade 6	7.89	5.75	11.69	42.76	29.89	48.05	49.34	64.37	40.26
All Grades	5.60	4.02	8.44	34.23	30.52	41.78	60.17	65.46	49.78

Conclusions based on this data:

1. 2017-2018 Data reflects reconfiguration and be used as a baseline

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	1398.5	1413.0	1407.1	1420.5	1378.2	1395.3	51	41
Grade 1	1410.8	1445.6	1399.7	1453.6	1421.4	1437.0	37	41
Grade 2	1464.0	1453.3	1461.5	1447.8	1466.0	1458.4	40	31
Grade 3	1455.7	1488.4	1447.1	1487.5	1464.0	1488.8	29	44
Grade 4	1476.7	1506.0	1463.0	1512.0	1489.8	1499.3	35	28
Grade 5	1484.8	1520.5	1481.2	1518.3	1488.2	1522.2	38	35
Grade 6	1515.6	1510.1	1501.3	1492.7	1529.3	1526.9	58	34
All Grades							288	254

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	2.44	27.45	48.78	33.33	24.39	29.41	24.39	51	41
1	*	2.44	*	34.15	*	46.34	54.05	17.07	37	41
2	*	9.68	37.50	29.03	*	25.81	*	35.48	40	31
3		20.45	*	31.82	*	25.00	55.17	22.73	29	44
4	*	32.14	34.29	21.43	*	17.86	37.14	28.57	35	28
5	*	34.29	31.58	20.00	*	22.86	31.58	22.86	38	35
6	*	5.88	43.10	47.06	25.86	23.53	*	23.53	58	34
All Grades	12.85	14.57	32.29	33.86	22.57	27.17	32.29	24.41	288	254

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	12.20	33.33	41.46	23.53	17.07	29.41	29.27	51	41
1	*	19.51	*	39.02	*	24.39	54.05	17.07	37	41
2	35.00	16.13	37.50	32.26	*	19.35	*	32.26	40	31
3	*	38.64	*	31.82	*	9.09	55.17	20.45	29	44
4	*	42.86	31.43	21.43	*	17.86	37.14	17.86	35	28
5	28.95	40.00	31.58	28.57	*	17.14	28.95	14.29	38	35
6	24.14	17.65	53.45	44.12	*	11.76	*	26.47	58	34
All Grades	21.18	26.38	35.07	34.65	13.19	16.54	30.56	22.44	288	254

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	0.00	25.49	46.34	47.06	41.46	23.53	12.20	51	41
1	*	2.44	*	14.63	*	56.10	51.35	26.83	37	41
2	*	6.45	30.00	29.03	*	25.81	40.00	38.71	40	31
3		4.55	*	31.82	*	27.27	65.52	36.36	29	44
4	*	25.00	*	17.86	*	17.86	48.57	39.29	35	28
5	*	17.14	*	17.14	*	40.00	34.21	25.71	38	35
6	18.97	11.76	*	26.47	31.03	35.29	32.76	26.47	58	34
All Grades	13.54	8.66	19.44	26.77	27.08	35.83	39.93	28.74	288	254

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	4.88	58.82	87.80	21.57	7.32	51	41
1	*	31.71	35.14	65.85	45.95	2.44	37	41
2	55.00	9.68	37.50	61.29	*	29.03	40	31
3	*	11.36	44.83	63.64	37.93	25.00	29	44
4	*	28.57	71.43	39.29	*	32.14	35	28
5	28.95	11.43	44.74	62.86	*	25.71	38	35
6	22.41	17.65	60.34	70.59	*	11.76	58	34
All Grades	25.00	16.14	51.39	65.75	23.61	18.11	288	254

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	21.57	36.59	43.14	24.39	35.29	39.02	51	41
1	*	14.63	29.73	60.98	62.16	24.39	37	41
2	35.00	25.81	45.00	35.48	*	38.71	40	31
3	*	59.09	37.93	22.73	48.28	18.18	29	44
4	37.14	60.71	*	21.43	37.14	17.86	35	28
5	50.00	62.86	*	20.00	*	17.14	38	35
6	48.28	26.47	36.21	41.18	*	32.35	58	34
All Grades	31.94	40.55	35.07	32.68	32.99	26.77	288	254

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	0.00	76.47	87.80	21.57	12.20	51	41
1	*	12.20	32.43	65.85	51.35	21.95	37	41
2	32.50	6.45	30.00	54.84	37.50	38.71	40	31
3	*	2.27	*	50.00	68.97	47.73	29	44
4	*	17.86	31.43	35.71	51.43	46.43	35	28
5	*	22.86	47.37	42.86	39.47	34.29	38	35
6	24.14	8.82	22.41	47.06	53.45	44.12	58	34
All Grades	15.97	9.45	39.24	56.30	44.79	34.25	288	254

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	35.29	41.46	31.37	43.90	33.33	14.63	51	41
1	*	2.44	37.84	70.73	48.65	26.83	37	41
2	*	9.68	57.50	51.61	*	38.71	40	31
3	*	13.64	37.93	63.64	55.17	22.73	29	44
4	*	14.29	48.57	53.57	37.14	32.14	35	28
5	*	22.86	55.26	57.14	*	20.00	38	35
6	*	20.59	70.69	58.82	18.97	20.59	58	34
All Grades	17.71	18.11	49.65	57.48	32.64	24.41	288	254

Conclusions based on this data:

1. The 2017-2018 data will be used as a baseline due to the ELPAC being a new assessment
2. 49.65% of students are Somewhat/Moderately meeting proficiency

School and Student Performance Data

Student Population

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

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
413	89.6	65.1	1.5
<p>This is the total number of students enrolled.</p> <p>This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.</p> <p>This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.</p> <p>This is the percent of students whose well-being is the responsibility of a court.</p>			

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	269	65.1
Foster Youth	6	1.5
Homeless	138	33.4
Socioeconomically Disadvantaged	370	89.6
Students with Disabilities	94	22.8

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	5	1.2
Asian	3	0.7
Filipino	4	1.0
Hispanic	398	96.4
White	3	0.7





Conclusions based on this data:

- 71.7% of students at La Mirada are English Language Learners
- 82.5% of students at La Mirada are Socioeconomically Disadvantaged
- 34.9% students of La Mirada are Homeless

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

- English Language Arts and Absenteeism are the greatest areas of need of improvement for La Mirada
- Mathematics and Suspension rates were Orange

School and Student Performance Data

Academic Performance English Language Arts

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

Lowest
Performance



Red



Orange



Yellow



Green



Blue

Highest
Performance

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report









Red	Orange	Yellow	Green	Blue
0	1	4	0	0

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

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

All Students	English Learners	Foster Youth
<p>Yellow</p> <p>53.4 points below standard</p> <p>Increased Significantly ++25.3 points 206</p>	<p>Yellow</p> <p>58.3 points below standard</p> <p>Increased Significantly ++25.1 points 159</p>	<p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>2</p>
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
<p>Yellow</p> <p>61.4 points below standard</p> <p>Increased Significantly ++20.5 points 64</p>	<p>Yellow</p> <p>57.5 points below standard</p> <p>Increased Significantly ++21.1 points 187</p>	<p>Orange</p> <p>137.9 points below standard</p> <p>Increased Significantly ++22.1 points 62</p>

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	American Indian  No Performance Color 0 Students	Asian  No Performance Color 0 Students	Filipino  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
Hispanic  Yellow 54.5 points below standard Increased Significantly ++25.1 points 202	Two or More Races  No Performance Color 0 Students	Pacific Islander  No Performance Color 0 Students	White  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1

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

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner 82.1 points below standard Increased Significantly ++27.9 points 129	Reclassified English Learners 44 points above standard Increased Significantly ++22.5 points 30	English Only 47 points below standard Increased Significantly ++17.9 points 43
-----------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------

Conclusions based on this data:

1. All students are 79 points below grade level

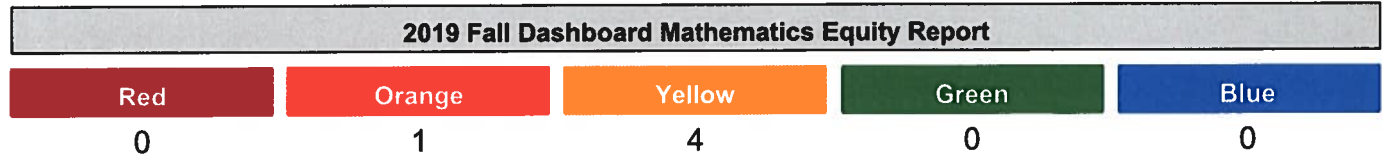
School and Student Performance Data

Academic Performance Mathematics







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







This section provides number of student groups in each color.



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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Yellow 73.8 points below standard Increased Significantly ++17.7 points 209	English Learners  Yellow 70.6 points below standard Increased Significantly ++24.1 points 161	Foster Youth  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
Homeless  Yellow 73.7 points below standard Increased Significantly ++24.1 points 64	Socioeconomically Disadvantaged  Yellow 77.4 points below standard Increased Significantly ++16.2 points 189	Students with Disabilities  Orange 149.7 points below standard Increased ++9 points 63

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1			 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 74.8 points below standard Increased Significantly ++17.7 points 205			 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1

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

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
89.5 points below standard	11.9 points above standard	94 points below standard
Increased Significantly ++22.3 points 131	Increased Significantly ++15.6 points 30	Declined -12.2 points 44

Conclusions based on this data:

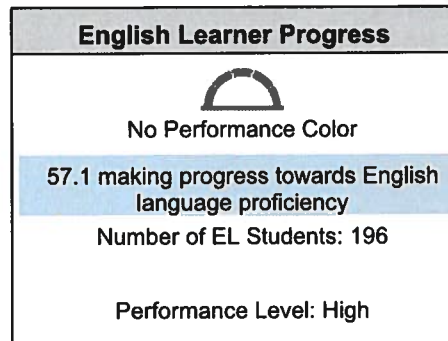
1. All students are 92.2 below standard

School and Student Performance Data

Academic Performance English Learner Progress

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

2019 Fall Dashboard English Learner Progress Indicator



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

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
9.1	33.6	3.5	53.5

Conclusions based on this data:

- 45.1 of students are Well Developed/Moderately Developed
- ELD is a focus area for La Mirada based on this data

School and Student Performance Data

Academic Performance College/Career

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance
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This section provides number of student groups in each color.

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

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

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

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

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

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

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

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

Lowest
Performance



Red



Orange



Yellow



Green



Blue

Highest
Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report









Red	Orange	Yellow	Green	Blue
3	2	0	0	0

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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
<p>Orange</p> <p>16.5</p> <p>Increased +2.7</p> <p>448</p>	<p>Red</p> <p>18.5</p> <p>Increased Significantly +4</p> <p>281</p>	<p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>6</p>
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
<p>Red</p> <p>22.4</p> <p>Increased +5.8</p> <p>147</p>	<p>Orange</p> <p>17.5</p> <p>Increased +2.2</p> <p>406</p>	<p>Red</p> <p>20.5</p> <p>Increased +1.3</p> <p>112</p>

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	Asian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	Filipino  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4
Hispanic  Orange 16.3 Increased +2.4 423	Two or More Races  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	White  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7

Conclusions based on this data:

- Attendance and chronic absenteeism is a focus at La Mirada

School and Student Performance Data

Academic Engagement Graduation Rate

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance
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This section provides number of student groups in each color.

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

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

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

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

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

2019 Fall Dashboard Graduation Rate by Year	
2018	2019

Conclusions based on this data:

1.

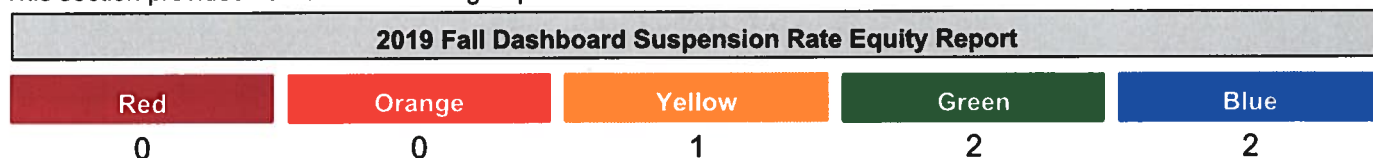
School and Student Performance Data

Conditions & Climate Suspension Rate







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










This section provides number of student groups in each color.



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

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  Green 1.1 Declined Significantly -1.6 471	English Learners  Blue 1 Declined Significantly -2.3 288	Foster Youth  No Performance Color Less than 11 Students - Data Not 7
Homeless  Blue 0.6 Declined Significantly -3.4 156	Socioeconomically Disadvantaged  Green 1.2 Declined Significantly -1.9 424	Students with Disabilities  Yellow 3.5 Declined -3.4 115

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American  No Performance Color Less than 11 Students - Data 10	American Indian  No Performance Color Less than 11 Students - Data 2	Asian  No Performance Color Less than 11 Students - Data 3	Filipino  No Performance Color Less than 11 Students - Data 4
Hispanic  Green 1.1 Declined Significantly -1.5 444	Two or More Races	Pacific Islander  No Performance Color Less than 11 Students - Data 1	White  No Performance Color Less than 11 Students - Data 7

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	2.7	1.1

Conclusions based on this data:

- Students with disabilities have the highest suspension rates of the school

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

All students, including English Learners, will improve annually in all content areas.

Goal 1

Based on previous assessment data such as state assessments (i.e. SBAC/CAASPP) and district assessments (i.e. district benchmarks in English Language Arts and Math), every student will improve one performance band on the California Common Core State Standards (CCCSS) / Smarter Balanced Assessment in English Language Arts and Mathematics as established in 2016-2017. Research-based strategies to support the achievement of this goal will include centers, whole group/small group instruction, whole brain research strategies, and supplemental materials for English Learners and Students with Disabilities. (Please refer to the Findings below for further details.) We will continue to monitor students who are reclassified as English Language Proficient in order to continue to provide the support needed.

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP California Dashboard	<p>CA Dashboard for ELA All Students for the fall of 2019 were Yellow 54.3 points below standard with an increase of 25.3 points from the 2018 CAASPP.</p> <p>CA Dashboard for Math All Students for the fall of 2019 were Yellow 73.8 points below standard with an increase of 17.7 points from the 2018 CAASPP.</p>	We expect a minimal increase of 3% to 6% each unit from the previous year.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students will benefit.

Strategy/Activity

Action Step 1.1 Standards based materials and Supplemental
Ensure that every student in every classroom has standards-based/standards-aligned core instructional materials and common core aligned supplemental instructional materials for language arts and math including access to library books and technology tools.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

28,607

Title I

12,170

CARES Act

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Newcomers, ELL and challenged students will benefit.

Strategy/Activity

Action Step 1.2 Student Intervention and Support

- Implement after-school/before school intervention/ enrichment programs and clubs for Newcomer students, at-risk students, and Challenged Students who are driven.
- Use ELD supplementary materials and supplies for designated and integrated ELD instruction
- Part-time Temp Intervention Teacher
- Supporting Pupils with Unique Needs:

Additional support for pupils with unique needs will be provided, including for English learners (ELs), pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness during the period in which distance learning is provided?

- Document Core Required Designated ELD and Integrated ELD Lesson Plans
- For students with exceptional needs, document daily instruction with case managers and general education teachers that align with IEP goals.
- Document additional instructional sessions that are offered to mitigate learning loss
- Provide targeted support in areas of need for foster youth and students experiencing homelessness.
- Offer training for parents to support students at home.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
40,341	Comprehensive Support and Improvement (CSI)
151.00	Title I Part A: Parent Involvement

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students will benefit.

Strategy/Activity

Action Step 1.3 Teacher Collaboration

- Teacher collaboration time for general education and special education teachers to plan instruction aligned to CCSS standards and build instructional effectiveness in English Language arts and Mathematics.
- Unpack the ELPAC for teachers during ELPAC meeting

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
2,000	Comprehensive Support and Improvement (CSI)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All students will benefit.

Strategy/Activity

Action Step 1.4 Professional Development

*Provide professional development for reinforcement of CCSS. Professional Development (PD) will be provided to teachers to increase student achievement. Teachers will learn new strategies to reach students in the distance learning and blended learning environments.

- "Building Supportive and Engaging Classrooms," Friday, August 9th

Achieve3000

Renaissance Learning

Benchmark

- Teachers and administration will participate in training to develop strategies for ELD instruction.
- Principal will build capacity by participating in instructional leadership training and coaching

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	General Fund
2,630	CARES Act
16,494	Comprehensive Support and Improvement (CSI)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All students will benefit

Strategy/Activity

Action Step 1.5 Continuity of Learning

* La Mirada is committed to providing a high quality education under the state and local public health guidelines, to assure the safety of students and staff. La Mirada will be in line with the SYSD Instructional Program to move through three phases of implementation. Each of the three phases will be aligned with State & County health Officials guidance on safe reopening.

- Instructional Program Phases I-III

Distance Learning Academy

Virtual Tutoring (ASES)

Day Camp

Distance Learning Only Option

Blended Learning Program Option

- Instructional model that incorporates gradual release model of direct instruction.

Grade level instruction for ELA, and Mathematics

Small group leveled instruction to bridge the gap and lost of instruction (ELA/ELD)

Instructional Support through Title 1 Instructional Aides.

- Systematic assessment and data protocol based on grade level standards instruction in ELA and Math

Unit Assessments ELA and Math

STAR Assessments

Data Review Sessions with Administrator

Grade Level PLC.

- Covid-19 Safe Reopening School Plan
- Access to devices and connectivity for Distance Learning (Chromebooks and Hotspots)
- Resources and support to address student and staff mental health and social emotional well-being.

Social Emotional Learning (SEL)

Designated Instructional Time

SEL Curriculum- Second Step

Mental Health PD- Staff

Positive Behavior Intervention Support (PBIS) program.

SWIS Program

Recognition of Students Attendance, Academic and Social Development

*Access to Connectivity:

As La Mirada plans for instruction to be carried out by means of a distance-learning context, ensuring access to devices and connectivity for all students is imperative. La Mirada will assess technology access and support student needs for connectivity

- Distributing devices (Chromebooks) to every student to reach 1:1 for all currently enrolled students.
- Refer families to low and not cost internet options through Cox Compete 2 Connect program.
- Provide hotspots to families in need who reside in areas with poor internet connectivity from 1,100 hotspots provided by the district.
- Direct outreach efforts from the Outreach Coordinator is ongoing and includes specific assessment of technology needs and connection of students and families to services.
- Technology support provided by the district to families and staff for technical issues and navigation of online instructional platforms.

*Staff Roles and Responsibilities:

- Custodial staff will be sanitizing schools and all touch points at the top of every hour.

- Classified staff will be supporting the school in the distribution of books, chromebooks, hotspots, and supplies. Classified staff will help with scanning these items into Synergy and our school check-out system Destiny.
- Classified staff will be attending to parents by appointments only during their work day for the purpose of registration. They will also continue to set-up appointments to attend to parents with distribution of school related items.
- Daily cleaning of all touch points

Chromebook distribution, Book distribution, and hotspot distribution

- Classified staff use appointment system to interact with parents and families

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

2,000

Source(s)

Unrestricted

District Funded

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All students will benefit.

Strategy/Activity

Action Step 1.7 Instructional Supplies and Technology Needs

- Purchase materials and supplies to support CCSS instruction

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

10,000

Source(s)

CARES Act

20,000

Title I

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All students will benefit

Strategy/Activity

Action Step 1.8 Monitoring and Reporting Student Progress

Pupil Learning Loss:

Activities to mitigate learning loss or regression due to school closure. To help students re integrate into the school community after a prolonged absence.

To help teachers be able to identify quickly student present levels in order to define metrics that would assess student learning loss

- Use of district and embedded assessments
- Use of virtual “running records”/BPST
- Partnering with community agencies to provide tutoring
- Expanding use of Educational Platforms
- Implementation of state “learning loss” assessments
- Monitor redesignated students, and provide additional support if necessary

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

All students will benefit

Strategy/Activity

Action Step 1.9 Title I SPSA-Resource Teachers. Director of Educational Services, Student and Family Services Manager

District resource teachers and the Director of Educational services work to support the academic system on each of the school sites by upgrading the entire educational program through support of school site staff and families. They provide professional development for substitute teachers and instructional aides for the implementation of Google Classroom. Additionally, they also provide support for teachers with the implementation of the digital version of our board adopted core curriculum and our board adopted supplemental educational technology platforms (Renaissance, Achieve, Imagine Learning, etc). In addition, Resource Teachers provide direct support for teachers as requested by school site administration.

Resource Teachers and the Director of Educational Services revise and evaluate district common assessments to ensure alignment to standards and item specifications. These assessments are used to monitor student achievement through our common local assessments and data evaluation protocol to inform teaching and learning and drive instruction through a continuous improvement model. The Director of Educational Services supports the implementation of the instructional design through learning walks that are aimed at the calibration of instructional practices on all school sites as part of a cycle of continuous improvement.

SYSD has a Student and Family Services Manager (SFSM) to support homeless children, foster youth, and needy students and families within the community. Students are provided school uniforms and shoes, bus passes for transportation, and other resources. The Student and Family Services Manager assures students are enrolled immediately and verifies residency for students, makes home visits when necessary, attends learning walks, leadership meetings, and participates in the SART and SARB process to support the success of homeless and foster youth. In addition, the SFSM provides access to resources such as housing, tutoring, and medical/dental services.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

All students will benefit

Strategy/Activity

Action Step 1.19 Instructional Aides

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

65,475

Comprehensive Support and Improvement (CSI)

Strategy/Activity 10

Students to be Served by this Strategy/Activity

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

All students will benefit

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 11

Students to be Served by this Strategy/Activity

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

All students will benefit

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 12

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

District Funded

Annual Review

SPSA Year Reviewed: 2019-20

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

ANALYSIS

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

All the strategies in this plan were implemented.

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

Everything in this plan was implemented.

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.

A continuity of Learning Plan was added to address loss of learning

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

All students will be educated in positive academic environments that are welcoming, safe, and drug-free.

Goal 2

La Mirada Elementary School will implement policies and procedures to guarantee a positive, safe, welcoming, drug-free environment that is also nurturing, and student centered.

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California Dashboard Fall 2019 Suspension Rates	Suspension School indicators for La Mirada School for 2019 indicate the following: All students level at Green 1.1% with a 1.6% decline	Expected outcome for 2020-2021 will be for suspension rates to continue to decline

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students will benefit

Strategy/Activity

Action Step 2.1
Implement a La Mirada Comprehensive Attendance Plan

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	General Fund

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students will benefit

Strategy/Activity

Action Step 2.2 Implement SWISS to help students with expectations management.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

District Funded

General Fund

General Fund

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students will benefit

Strategy/Activity

2.3 Access to Connectivity: Connectivity for all students is imperative during distance learning and blended learning to maintain a positive and healthy school culture.

- a. Distribution of devices (Chromebooks) to all new students
- b. Provide families access to internet connectivity services as needed.
- c. Prompt access to technology support for students/families struggling with connectivity
- d. Promote responsible use of internet usage.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

--

Source(s)

General Fund

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All students will benefit

Strategy/Activity

Action Step 2.5 Academic and Attendance Assemblies

- Attendance assemblies take place once a month to recognize perfect attendance, and academic achievement assemblies at the end of each trimester
- SOAR Coupons to reinforce expected attendance, conduct and school spirit

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

1,000

Source(s)

Title I

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All students will benefit

Strategy/Activity

2.6 Professional Development: Support for our staff as they onboard new skills to teach virtually and promote engagement . The skills of navigating through the Google suite to support their teaching and student learning is essential. Developing their skills around curriculum, supplemental material, and technology to support the delivery of instruction will help support in any platform.

- a. Google Classroom Professional Development
- b. Imagine Learning Professional Development
- c. Renaissance Learning Professional Development
- d. Achieve 3000 Professional Development

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

District Funded

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All students will benefit

Strategy/Activity

2.11 Staff Roles and Responsibilities:

The pandemic has caused us to make a “paradigm shift” in roles and responsibilities--ensuring that we are sustaining the pillars of communication/safety/connectivity/standards based distance learning.

- a. Teachers create and maintain standards based Google classrooms with appropriate resources
- b. Principal is responsible for implementing and managing the pillars
- c. Principal and staff marshal and leverage resources to sustain families emotional health using our MTSS model

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All students will benefit

Strategy/Activity

Action Step 2.7

Provide Campus Security to patrol the school during instructional time and assist with traffic in the morning, and at the end of the day

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

All students will benefit

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

All students will benefit

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

General Fund

Strategy/Activity 10

Students to be Served by this Strategy/Activity

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

All students will benefit

Strategy/Activity

2.12 Pupil Participation:

The extent to which students show up and complete learning activities. Participation may include, completion of assignments contact with school, students and family.

a. Teachers will monitor participation using the "Distance Learning Participation and Engagement" Documentation

b. Student Attendance Concern Referral form will be used for areas of concern related to attendance and participation

c. Monitoring by Attendance Team

d. PBIS Incentive Activities

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

General Fund

Strategy/Activity 11

Students to be Served by this Strategy/Activity

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

All students will benefit

Strategy/Activity

Action Step 2.11

La Mirada School will provide and coordinate enrichment clubs after school for interested students

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

General Fund

Strategy/Activity 12**Students to be Served by this Strategy/Activity**

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

All students will benefit

Strategy/Activity**Action Step 2.15****Mental Health and Well Being:**

Students will be educated in a positive academic environment that is welcoming and safe.

Teachers will implement trauma-sensitive practices.

a.SEL in daily schedule, Second Steps curriculum, PBIS

b.Community Resources: YES, SBC

c.School Security to reinforce Covid safety measures

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

District Funded

Strategy/Activity 13**Students to be Served by this Strategy/Activity**

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

All students will benefit

Strategy/Activity**Action Step 2.14**

Enrich the curriculum. Including 6th Grade Camp and other learning activities outside the school.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

General Fund

Strategy/Activity 14

Students to be Served by this Strategy/Activity

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

All students will benefit

Strategy/Activity

Action Step 2.17 School Nutrition:

Once the school's Blended Learning phase begins, students will be provided in-person meals. Those students who are exclusively Distance Learning, pick-up meals will be provided.

a. Breakfast and lunch will be provided to all students. One of the meals will be provided on campus, and the other meal will be served in a grab and go model.

b. We will continue to provide meals to all families through our community feeding model.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

District Funded

Strategy/Activity 15

Students to be Served by this Strategy/Activity

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

All students will benefit

Strategy/Activity

Action Step 2.18

Pupil and Family Engagement and Outreach

The activities of this strategy are intended to aid students and families of pupils not engaging in instruction and are at risk of learning loss. The strategies will be conducted in a caring, trauma informed approach with the goal of providing the support necessary to engage the student in the learning process.

a. The implementation of an Outreach Consultant to serve as a liaison between parents, district and community services.

- b. Implementation of a three Tier System to support students that are at a risk of learning loss or not engaging in Distance Learning.
- c. Use of an automated call program to follow up on unexcused absences (Tier 1).
- d. Implementation of a Student Attendance Concern Referral form to be used by teachers to identify students with lack of engagement or participation in Distance Learning. This form will be sent to the Outreach Consultant for follow up (Tier I).
- e. For students chronically absent or has been absent for 3 consecutive days a formal Attendance Student Success Team meeting will be conducted via Zoom or Google Meet. The objective of the meeting will be to evaluate the concerns over attendance and identify any additional needs that the family may have. The objective of the team will be to support the family and student so that the student can become re-engage in school. Services may include referral to services and home visits (Tier II).
- f. For students whose interventions implemented during Tier I and Tier II were not sufficient, consultation with internal support (McKinney Vento, Special Education) will be conducted as well as daily contact attempts (Tier III).
- g. If applicable Child Find Process will be initiated
- h. Community based outreach and supports for child welfare would be addressed (Tier III)
- i. SARB Meetings (Tier III)

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

District Funded

Annual Review

SPSA Year Reviewed: 2019-20

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

ANALYSIS

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

Some of the strategies have not been fully implemented due to Covid-19 school closure

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

Due to Corona-19 school closure some strategies were not implemented but will stay in the plan.

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

The following Action Steps were added to the plan to support students, families and staff during the COVID-19 pandemic: 2.3, 2.6, 2.11, 2.12, 2.15, 2.17, 2.18

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Parent participation in the educational process will increase annually.

Goal 3

Parent Involvement and participation will increase annually at all levels as measured by parent attendance to school meetings and events, and parent participation at parent professional developments and workshops. La Mirada School is committed to maintaining effective forms of school to home communication about school programs and student progress

Identified Need

Improve parent participation

Annual Measurable Outcomes

Metric/Indicator

Participation records for the various parent meetings such as SS, ELAC, PTA, Coffee with the principal, parent-teacher conferences, Back to School and Open House

Baseline/Actual Outcome

This year will serve as a baseline. The baseline will reflect 19-20 participation meetings.

Expected Outcome

Parent presence will be tracked by surveys and committee meetings.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students will benefit

Strategy/Activity

Action Step 3.1

Implement and revise a tiered plan to increase parent involvement and participation.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

200.00

Source(s)

Title I Part A: Parent Involvement

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students will benefit

Strategy/Activity

Action Step 3.2

La Mirada Elementary will Implement Parent VUE student information module for parents

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

District Funded

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students will benefit

Strategy/Activity

Action Step 3.3

Parenting Workshops to inform and support parents in assisting their children as they navigate the educational system and well as learning about parenting strategies

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Title I

200.00

Title I Part A: Parent Involvement

Title I Part A: Parent Involvement

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All students will benefit

Strategy/Activity

Action Step 3.4

Parents will attend workshops in and out of the district in order to gain knowledge to help their children, navigate the school system, and support other parents.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

300.00

Source(s)

Title I Part A: Parent Involvement

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All students will benefit

Strategy/Activity

Action Step 3.5

Parent Principal Meeting to provide information to families about how to help students at home with curriculum-related activities, decisions and planning

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

500.00

Source(s)

Title I Part A: Parent Involvement

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All students will benefit

Strategy/Activity

Action step 3.6

School Site Council

Review, monitor, and provide feedback for the SPSA., LCAP Meetings are held monthly.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

ELL students will benefit.

Strategy/Activity

Action Step 3.7

ELAC/DLAC- English Language Arts Committee

Committee responsible for overlooking the English Learner section of the SPSA.

Monthly meetings.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

50.00

Source(s)

Title I Part A: Parent Involvement

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

All students will benefit

Strategy/Activity

Action Step 3.8

PTA-Parent Teacher Association invites parents and community members to participate in various events to raise funds for La Mirada School

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

All students will benefit

Strategy/Activity

Action Step 3.10

Title I meeting to inform parents of services and programs provided in Title I schools

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 10**Students to be Served by this Strategy/Activity**

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

All students will benefit

Strategy/Activity**3.11 Pupil and Family Engagement & Outreach**

The participation of parents in academic and social development is crucial for the child's success. At La Mirada we strive to provide parents with opportunities to participate in school activities and become actively involved in their child's academic endeavors. Due to the Covid-19 pandemic SYSD has provided our parents with resources to help support the SYSD families.

- a. Online Registration Support
- b. Back to School Night, Open House
- c. SYSD and SY Community Organizations Food Pantries
- d. SY Health Center Rolling Clinic
- e. Students Supplies Distribution for beginning of the school year
- f. Outreach Consultants to support families and students with resources and attendance monitoring
- g. Chromebook and Hotspot Distribution for Distance Learning accessibility.
- h. SYSD Child Nutrition Department weekly Breakfast and Lunch Distribution to parents.
- i. La Mirada School Site Council developed the School, Parent and Family Engagement Policy and the School Parent Compact.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 11**Students to be Served by this Strategy/Activity**

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

All students will benefit

Strategy/Activity**Action Step 3.12**

Parent Needs Assessment Survey will provide feedback to the school

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 12**Students to be Served by this Strategy/Activity**

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

ELL students will benefit

Strategy/Activity

Action Step 3.13

Parent Workshop for ELL parents to explain and provide strategies at home

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

General Fund

Strategy/Activity 13**Students to be Served by this Strategy/Activity**

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

All students benefit

Strategy/Activity

3.14 Stakeholder Engagement is imperative to inform all:

Meaningful involvement of parents, students, and other stakeholders. Maintaining effective forms of school to home communication about school programs and student process

- a. Parent workshops to navigate Google Classroom and other online resources for the Distance Learning Academy
- b. Back to School Night and Open House
- c. Emails, robocalls and newsletters

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Annual Review

SPSA Year Reviewed: 2019-20

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

ANALYSIS

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

Most strategies were implemented due to Covid-19 school closure

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

Structures and systems for parent communication were initiated but not fully implemented due to Covid-19 school closure

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

The following Action Steps were added to support students, families and staff during the Covid-19 pandemic: 3.11 and 3.14

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 4

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
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Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 5

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
-----------	-----------

Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$49607
Total Federal Funds Provided to the School from the LEA for CSI	\$124310.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$202,118.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
Comprehensive Support and Improvement (CSI)	\$124,310.00
Title I	\$49,607.00
Title I Part A: Parent Involvement	\$1,401.00

Subtotal of additional federal funds included for this school: \$175,318.00

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

State or Local Programs	Allocation (\$)
CARES Act	\$24,800.00
Unrestricted	\$2,000.00

Subtotal of state or local funds included for this school: \$26,800.00

Total of federal, state, and/or local funds for this school: \$202,118.00

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

3 Classroom Teachers

1 Other School Staff

3 Parent or Community Members

Name of Members	Role
Laura English	Principal
Marlo Vasquez	Classroom Teacher
Jorge Cervantes	Other School Staff
Viridiana Moreno	Classroom Teacher
Myra Sarabia	Classroom Teacher
Esmeralda Morales	Parent or Community Member
Viviana Najera	Parent or Community Member
Vanessa Rodriguez	Parent or Community Member
Esmeralda Morales	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
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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 December 3, 2020.

Attested:

Laura English

Isis Bravo

Principal, Laura English on 12/3/2020

SSC Chairperson, Isis Bravo on 12/3/2020

Instructions

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

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

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

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

Instructions: Linked Table of Contents

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

[Stakeholder Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Stakeholder Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

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

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

Identified Need

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

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

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

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

Annual Review

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

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

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

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

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

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

Budget Summary

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

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

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

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

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

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

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

Targeted Support and Improvement

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

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>.)

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019



Title I School Parent and Family Engagement Policy La Mirada Elementary School

2020/2021 School Year

La Mirada Elementary School, with parents and family members, was jointly developed, mutually agreed upon and distributed to, parents and family members of participating children in Title 1, Part A programs the following requirements as outlined in ESSA sections 1116(b) and (c):

- Parents and family members, of participating children in Title 1, Part A programs are involved in jointly developing, distributing to, a written school parent and family engagement policy mutually agreed upon by such parents for carrying out requirements as outlined in ESSA sections 1116(c) through (f) (ESSA Section 1116[b][1]).
- Parents and family members of participating children in Title 1, Part A programs, may amend the parent and family engagement policy that applies to all parents and family members, if necessary, to meet the requirements (ESSA Section 1116[b][2]).
- The San Ysidro School District has a district level parent level family engagement policy that applies to parents and family member in all schools served by the district, and the San Ysidro School District may amend the policy, if necessary to meet the requirements (ESSA Section 1116[b][3]).
- Parents and family members of children participating in Title 1, Part A, programs, can if they find the plan under ESSA Section 1112 is not satisfactory to the parents and family members, and the San Ysidro School District, shall submit the parent comments with the plan when the LEA submits the plan to the State (ESSA Section 1116[b][4]).
- La Mirada convenes an annual meeting to inform parents of Title I students about Title I requirements and about the right of parents to be involved in the Title I program. This annual meeting is held at the beginning of the school year. All parents of participating children shall be invited and encouraged to attend, to inform parents of their school's participation in Title I and to explain the requirements of Title I, and the right of the parents to be involved (ESSA Section 1116[c][1]).
- La Mirada offers parent engagement meetings at various times that are convenient to families, such as the morning and evenings and may provide Title 1, Part A, funds when applicable for transportation, childcare, or home visits, as such services relate to parent involvement (ESSA Section 1116[c][2]).
- La Mirada involves parents of Title I students in an organized, ongoing, and timely way, in the planning, review*, and improvement of the school's Title I programs and the Title I, Part A, including the planning, review and improvement of the school parent and family engagement policy and the joint development of the Single Plan for Student Achievement. This takes place at a Monthly Principal Parent Meeting, ELAC Meetings and SSC Meetings (ESSA Section 1116[c][3]).
- La Mirada provides parents and family members of participating students of Title 1, Part A programs with timely information on the curriculum used at the school, the assessments used to measure student progress,s and the achievement levels of the challenging State academic standards; and if requested by parents of Title I students,

the school provides opportunities for regular meetings to formulate suggestions and to participate, as appropriate, and to respond to any such suggestions as soon as practicably possible in decisions relating to the education of their children. These meetings are held throughout the school year such as, Parent Orientation/Annual Title 1 Parent Meeting, Principal Parent Meetings, Student Study Team, School Site Council Meetings, English Language Advisory Committee, and/or Parent-Teacher Conferences. (ESSA Section 1116[c][4][A-C])

- If the school-wide program is not satisfactory to the parents of participating children, parents may submit any comments on the plan when the school makes the plan available to the local educational agency. (ESSA Section 1116[c][5])

La Mirada Elementary School has developed this written Title I Parent Engagement Policy with input from Title I parents in consultation with school personnel, community members, and parents; it was adopted on December 3, 2020 by the La Mirada Elementary School Site Council.

Due to COVID-19 this policy will be distributed to parents of Title I students through email and made available on the school website: This policy will be provided in a language the parents can understand to the extent possible.

Laura English, La Mirada Principal

Laura English

Signature

December 3, 2020

Date

**Política de participación de padres y familias de la escuela Título I
Escuela Intermedia Vista Del Mar**

Año escolar 2020/2021

La Escuela Primaria La Mirada, junto con los padres e integrantes de familia, desarrollaron, acordaron mutuamente y distribuyeron a los padres e integrantes de la familia de los niños participantes en los programas del Título 1, Parte A, los requisitos a continuación, según lo descrito en las secciones 1116 (b) y (c) de la ESSA:

- Los padres e integrantes de la familia de los niños que participan en los programas del Título 1, Parte A están involucrados en el desarrollo conjunto y la distribución de una política escolar escrita sobre la participación de los padres y de la familia, acordada mutuamente por dichos padres para llevar a cabo los requisitos descritos en las secciones 1116 de la ESSA, desde la (c) hasta la (f) (Sección 1116 [b] [1] de ESSA).
- Los padres y familiares de los niños que participan en los programas del Título 1, Parte A, pueden enmendar la política de participación de padres y familia que aplique a todos los padres e integrantes de la familia, si se es necesario, para cumplir con los requisitos (Sección 1116 [b] [2] de la ESSA).
- El Distrito Escolar de San Ysidro tiene una política de participación familiar a nivel del distrito que aplica a los padres e integrantes de la familia de todas las escuelas atendidas por el distrito, y de ser necesario, el Distrito Escolar de San Ysidro puede enmendar la política para cumplir con los requisitos (Sección ESSA 1116 [b] [[3]).
- Los padres y familiares de los niños que participan en programas del Título 1, Parte A, pueden, si creen que el plan bajo la Sección 1112 de ESSA no es satisfactorio para los padres e integrantes de la familia, el Distrito Escolar de San Ysidro, deberá enviar los comentarios de los padres junto con el plan cuando la LEA envíe el plan al Estado (Sección 1116 [b] [4] de la ESSA).
- La Mirada convoca una reunión anual para informar a los padres de los estudiantes de Título I sobre sus requisitos y sobre el derecho de los padres a participar en el programa de Título I. Esta reunión anual se lleva a cabo al inicio del ciclo escolar. Se invitará y alentará a todos los padres de los niños participantes a asistir, para informarles sobre la participación de su escuela en el Título I y explicarles los requisitos del Título I y el derecho que tienen a participar (Sección 1116 [c] [1 de ESSA]).
- La Mirada ofrece reuniones de participación de los padres en varios horarios convenientes para las familias, como por la mañana y por la tarde, y cuando corresponda, se pueden proporcionar fondos del Título 1, Parte A, para el transporte, el cuidado de niños o visitas domiciliarias, ya que dichos servicios se relacionan con la participación de los padres (Sección 1116 [c] [2] de la ESSA).
- La Mirada involucra a los padres de los estudiantes del Título I de manera organizada, continua y oportuna, en la planificación, revisión * y mejora de los programas del Título I

de la escuela y del Título I, Parte A, incluida la planificación, revisión y mejora de la política escolar sobre la participación de los padres, de la familia y del desarrollo conjunto del Plan Único para el Rendimiento Estudiantil. Esto se lleva a cabo en una reunión mensual de padres y directores, reuniones de ELAC y reuniones de SSC (Sección 1116 [c] [3] de ESSA).

- La Mirada proporciona a los padres y familiares de los estudiantes participantes de los programas de Título 1, Parte A, información oportuna sobre el plan de estudios utilizado en la escuela, las evaluaciones utilizadas para medir el progreso de los estudiantes y los niveles de logro de los exigentes estándares académicos estatales; y de ser solicitado por los padres de los estudiantes del Título I, la escuela brinda oportunidades de reuniones regulares para formular sugerencias y participar, según corresponda, y responder a tales sugerencias tan pronto como sea posible en las decisiones relacionadas con la educación de sus hijos. Estas reuniones se llevan a cabo durante todo el ciclo escolar, como las reuniones de orientación para los padres / la reunión anual de padres del Título 1, las reuniones de padres con el director, las reuniones del grupo evaluador del progreso académico estudiantil, las reuniones del comité escolar, del comité asesor del idioma inglés y las conferencias de padres y maestros (Sección 1116 [c] [4] [A-C] de la ESSA).
- Si el programa de toda la escuela no es satisfactorio para los padres de los niños participantes, los padres pueden enviar comentarios sobre el plan cuando la escuela lo ponga a disposición de la agencia educativa local. (Sección 1116 [c] [5] de la ESSA)

La Escuela Primaria La Mirada ha desarrollado esta Política de Participación de los Padres de Título I escrita mediante los aportes de los padres de Título I bajo consulta con el personal escolar, integrantes de la comunidad y padres de familia; fue adoptado el 3 de diciembre de 2020 por el comité escolar de la escuela primaria La Mirada.

Debido a COVID-19, esta política se distribuirá a los padres de los estudiantes de Título I mediante un correo electrónico y estará disponible en la página web de la escuela: Se proporcionará esta política en un idioma que los padres puedan entender en la mayor medida posible.

Laura English, Directora de La Mirada

Laura English
Signature

12/3/2020
Date



**La Mirada Title 1, Part A School-Parent
Compact
2020/2021**

La Mirada Elementary School and the parents of the students participating in activities services and programs funded by Title 1, Part A, agree that the School Parent Compact outlines how the parents and the entire school staff and the students will share in the responsibility for improved student academic achievement and the means by which the school and the parents will build and develop a partnership that will help children achieve the State high academic standards (ESSA Section 1116[d]).

The school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served under Title 1, Part A to meet the challenging State academic standards, and the ways in which each parent will be responsible for supporting their children's learning; and participating, as appropriate, in decisions relating to the education of their children and positive use of extra-curricular time (ESSA Section 1116[d][1]).

The importance of ongoing communication between parents and teachers through, but not limited to, the following:

- Parent-teacher conferences
- Frequent reports on student progress
- Reasonable access to staff;
- Opportunities for parents to volunteer and/or opportunities to observe classroom activities.

La Mirada Elementary jointly developed the school-parent compact through collaboration and feedback at the following activities:

- Parent-Principal Meetings
- School Site Council Meetings
- English Language Acquisition Committee

This Compact was approved by La Mirada Elementary on December 3, 2020, and will be in effect for the period of the 2020/2021 school year. The school will distribute the Compact to all parents and family members participating in the Title 1, Part A program.

Laura English, La Mirada Principal

Laura English
Signature

12/3/2020
Date



**Escuela La Mirada Título 1, Parte A
Acuerdo entre la escuela y los padres
2020/2021**

Primaria escuela La Mirada y los padres de los estudiantes que participan en actividades, servicios y programas financiados por el Título 1, Parte A, están de acuerdo en que el Pacto entre padres y escuelas describe cómo los padres y todo el personal escolar y los estudiantes compartirán la responsabilidad el rendimiento académico de los estudiantes y los medios por los cuales la escuela y los padres construirán y desarrollarán una asociación que ayudará a los niños a alcanzar los altos estándares académicos del estado (Sección 1116 [d] de la ESSA).

La responsabilidad de la escuela de proporcionar un plan de estudios e instrucción de alta calidad en un entorno de aprendizaje eficaz y de apoyo que permita a los niños atendidos bajo el Título 1, Parte A, cumplir con los exigentes estándares académicos estatales, y las formas en que cada padre será responsable de apoyar a su aprendizaje de los niños; y participar, según corresponda, en las decisiones relacionadas con la educación de sus hijos y el uso positivo del tiempo extracurricular (ESSA Sección 116 [d] [1].

La importancia de la comunicación continua entre padres y maestros a través, entre otros, de lo siguiente:

- Conferencias de padres y profesores
- Informes frecuentes sobre el progreso de los estudiantes
- Acceso razonable al personal;
- Oportunidades para que los padres se ofrezcan como voluntarios y / u oportunidades para observar las actividades del salón.

La Escuela Primaria La Mirada desarrolló conjuntamente el pacto entre la escuela y los padres a través de la colaboración y los comentarios en las siguientes actividades:

- Reuniones de padres y directores
- Reuniones del consejo del sitio escolar
- Comité de Adquisición del Idioma Inglés

Este Pacto fue aprobado por la Escuela Primaria La Mirada el 3 de diciembre de 2020 y estará vigente durante el período del año escolar 2020/2021. La escuela distribuirá el Pacto a todos los padres y miembros de la familia que participen en el programa Título 1, Parte A.

Laura English, Directora de La Mirada

Laura English
Signature

12/3/2020
Date