

The Single Plan for Student Achievement

School: Lakeside Middle School
CDS Code: 19647176015069
District: Little Lake City School District
Principal: Ana I. Gutierrez
Revision Date: September 22, 2017

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

Contact Person: Ana I. Gutierrez
Position: Principal
Phone Number: 562.868.9422
Address: 11000 East Kenney St.
Norwalk, CA 90650
E-mail Address: agutierrez@llcsd.net

The District Governing Board approved this revision of the SPSA on .

Table of Contents

School Vision and Mission	3
School Profile.....	3
Comprehensive Needs Assessment Components	4
Data Analysis	4
Surveys	4
Classroom Observations.....	4
Analysis of Current Instructional Program	6
Description of Barriers and Related School Goals	16
School and Student Performance Data	18
CAASPP Results (All Students)	18
CELDT (Annual Assessment) Results.....	22
CELDT (All Assessment) Results.....	23
Planned Improvements in Student Performance	24
School Goal #1.....	24
School Goal #2.....	32
School Goal #3.....	34
School Goal #4.....	37
School Goal #5.....	42
Centralized Services for Planned Improvements in Student Performance	44
Centralized Service Goal #1	44
Centralized Service Goal #2	51
Centralized Service Goal #3.....	53
Centralized Service Goal #4.....	55
Centralized Service Goal #5.....	56
Summary of Expenditures in this Plan.....	57
Total Allocations and Expenditures by Funding Source	57
Total Expenditures by Object Type.....	58
Total Expenditures by Object Type and Funding Source.....	59
Total Expenditures by Goal	60
School Site Council Membership.....	61
Recommendations and Assurances.....	62

School Vision and Mission

Lakeside Middle School's Vision and Mission Statements

The mission of Lakeside Middle School is to develop productive and responsible students who will adapt to the challenges of an ever changing world.

School Profile

Lakeside Middle School, "Home of the Mustangs," is one of two middle schools in the Little Lake City School District, which serves the communities of Santa Fe Springs, Norwalk, and portions of Downey. In 1994, Lakeside MS was recognized as a California Distinguished School. Within the last three years (2015-2017), Lakeside has also been recognized as a National 2015 Schools to Watch, a 2015 Gold Ribbon School, a Title I Achievement School, 2016 CBEE Honor Roll School and an AVID Site of Distinction. In 2013, the school celebrated its 60-year anniversary. Lakeside continues to maintain its legacy of academic excellence, developmental responsiveness, social equity, strong organizational structures and practices with a focus on the future for all of its students.

Lakeside serves a diverse population. With a total of 615 students, most are identified as Hispanic/Mexican American (89%). White/Caucasian is the second largest subgroup at 3.3%, followed by African American students make up 2% of our population, with the Filipino subgroup 1.7%. Our Pacific Islander and Native American subgroups are each at less than 1%. We also have 7% who remain unclassified in our Ethnicity Report. Of the 615 students, 28% of the population are identified as Socioeconomically Disadvantaged (SED). We have 15% who are identified as English Learners, while 20% of our formerly identified English Learners have reclassified as Fluent English Proficient (R-FEP). There are 8% of students who are identified as Students with Disabilities (SWD) and are either in a Resource Specialist Program (RSP) or Learning Handicapped (Special Day Class) setting. Primary languages include English (61%), Spanish (37%) and Tagalog, Arabic, Thai and Lao at less than 1% each. Thirty five percent of our students are identified for the Gifted and Talented Education (GATE) Program. The class sizes at Lakeside can range from 25 to 33 students, with the exception of students in PE and band which may reach a maximum of 39 students.

Lakeside staff, district and community resources provide a safe school environment for all students and staff. Systematic procedures have been established to ensure that everyone knows how to respond in emergency situations. Results from our current parent survey indicate that 98.62% of our families feel that the school provides a safe environment for students. In conjunction with our safety model, Lakeside has also implemented a Positive Behavior Intervention Support (PBIS) program to make certain that all students understand behavioral expectations. This 3-tiered model engages students by including clearly communicated behaviors, incentives, positive reinforcement and fair consequences. In the same survey mentioned, 98% of our families consider the schoolwide discipline policy (and practices) to be effective.

To support all students, Lakeside employs teachers that are highly qualified, caring and effectively provide a standards-based instructional program that is challenging, engaging and innovative. Lakeside supports students developmentally through an award-winning AVID Program, National Junior Honor Society (NJHS), band and chorus, Associated Student Body (ASB), Where Everyone Belongs program (WEB), Silent Sustained Reading(SSR), Accelerated Reader (AR) program, Journalism, Period One Intervention classes (RTI model) and sixth session enrichment courses. To address socioemotional needs, counseling services are provided on site as well as within the community. At the site level, these include: Turning Point and WACSEP internships, in which supervised interns work with small groups of students on social skills or other areas of developmental need. Our counselor also reaches out to the community for resources which include Pacific Clinics, Whole Child and City of Norwalk student and family counseling programs.

To extend the network of support, family involvement continues to develop in areas of general participation, volunteerism and leadership roles. Parents participate actively in all school events and are welcomed at the school. Lakeside Middle School provides a rich, engaging educational experience that prepares students with the skills they will need to succeed in high school, college and career.

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).

Lakeside Middle School conducts three important surveys which help to inform staff and school committees about the successes/needs of the school. First, all parents of seventh grade students participate in the "Parent Survey." This survey helps to shed light on parent perceptions about the school and helps to identify areas for growth/improvement in terms of community outreach. As a whole, the results from the survey are very positive. In the most recent survey, conducted in March of 2017, Lakeside had a 100% participation rate (all parents participated in the survey). The results of that survey showed that parents felt Lakeside was a safe place for students (physically and emotionally). In fact, nearly 98 percent of parents agreed that Lakeside had an effective schoolwide discipline plan and nearly 99 percent of parents believed that Lakeside provided a safe environment for students. Further, parents indicated they were satisfied with the core curriculum offered to students and they felt informed in terms of student progress toward educational goals. Almost 96 percent of parents agreed that Lakeside staff "adequately informed parents about students' learning progress." Survey responses indicated that parents were generally satisfied with school communication practices and discipline policies, as nearly 98 percent of parents agreed that "there is good school-parent communication." The last, and perhaps most significant, statistic from the parent survey shows that 100 percent of parents were "generally satisfied with their child's school." These numbers indicate that parents were overwhelmingly satisfied with the school and its staff. The only survey question that received less than 90 percent satisfaction was a question about cleanliness of campus. Only 88 percent of parents believed that the campus grounds were kept in good condition.

One hundred percent of parents of eighth grade students participated in an annual survey that reflects several aspects of engagement including, communication with teacher or other school personnel, attendance at school events, participation in parent education programs and awareness of opportunities for parent leadership. Parents are also asked to rate how important each of these aspects are to them. The difference between these two ratings for each aspect is then calculated to determine any gaps that need to be addressed. Lakeside results reflect that there are minimal gaps between each aspect and their level of importance to parents, which is the desired result. Lakeside staff will continue to work to maintain these positive results in 2018..

Another important survey conducted at Lakeside was the Healthy Kids survey. This survey was completed by all 7th grade students at Lakeside (213 students). This survey aimed to gather data related to student perceptions about school and student perceptions about safety and overall well-being at school. The results from this survey were positive. Generally speaking, the results showed that students felt safe at Lakeside, felt they were treated with respect, and felt they had people who cared about them at school. Specifically, about 90 percent of students responded positively (answered yes or mostly yes) to a question which asked if they felt safe at school. Next, about 94 percent of students responded positively (yes or mostly yes) to a question which asked if there was a teacher or adult who encourages/motivates/wants them to do their best at school. Next, 92 percent of students agreed that there was a teacher or adult on campus who believed that they could be a success. All together, these responses showed that students perceived staff to care about them, believe in them, and made school a positive experience for students. One area for growth was identified when only 28 percent of students believed that they "helped to decide things like class activities or rules." This shows that students do not feel they were involved in the planning processes involving students. As a school that aims to be collaborative and inclusive for all stakeholders, Lakeside can work harder to include students in future decision-making processes. Last, less than 50 percent of students believed that they "do things at school that make a difference." This statistic shows that students do not believe they have opportunities to make a meaningful impact in the community. Lakeside staff must do more to provide students with opportunities to give back to the community or engage in community service or outreach programs.

Classroom Observations

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

Classroom observations are conducted on a regular basis at Lakeside. Administrators (Principal, Assistant Principal, and District Administrators) make frequent visits to ensure that quality instruction is provided in each classroom. Typically, the Superintendent will make at least one visit per school year to each classroom at Lakeside. In addition to these visits, the Principal and Assistant Principal will make frequent informal visits (as many as once per week when necessary) in order to observe teaching strategies and

student behaviors in action. Typically, the visits are focused on observations of key teaching strategies (Project-Based Learning, Academic Language Development or ALD, WICOR strategies, etc). Generally, Lakeside teachers follow a standards-based instructional program and utilize a variety of strategies aiming to increase engagement and collaboration among students. There are several key strategies which can be seen in many classrooms at Lakeside. First, as part of the ALD strategies, teachers utilize Think-Write-Pair-Share, Window-Panes, Table Talks, and Marking the Text strategies. Second, as part of the schoolwide AVID efforts, teachers utilize Cornell Notes and collaborative strategies such as Socratic Seminars and 4-corner Debates. Teachers also utilize a variety of reading and writing strategies such as Critical Reading and Timed Writing exercises. Many teachers also use strategies to increase engagement among students; these strategies include Project-Based Learning, collaborative group settings, team-based projects, interactive games/activities/competitions, technology-driven instruction, etc.

Aside from specific strategies utilized by teachers, technology plays an increasingly critical role in the daily functions of each classroom. Classroom observations have shown teachers utilizing the Google Suite platform and students utilizing the Google Drive function to produce, store, share, and collaborate on assignments. Google Classroom is an interface where teachers can assign tasks and communicate with students/parents. Students use Google Docs, Google Slides, Google Draw, and Google Sheets regularly for various assignments in Core classes. Every classroom is equipped with a class set of Chromebooks and it has been observed that students use these Chromebooks on a regular basis for everyday activities.

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

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

Lakeside utilizes data provided from state assessments (SBAC) to make necessary adjustments to instructional learning. Scheduling the Response to Intervention (RTI) classes is directly affected by SBAC results. As explained in previous sections, RTI is Lakeside's Period One Intervention Program. This program plays a critical role in modifying instruction to improve student achievement. It allows Lakeside teachers to provide individualized support based on specific target areas that are identified by the test data. Students who score "far below basic" are grouped together so they can get specific support tailored to their needs. Students who scored "Basic" are grouped together so they can get specific support tailored to their needs.

In addition to the SBAC results, Lakeside utilizes data from District Common Assessments which students take every six weeks in core classes (ELA, Math, Science, and Social Studies). These tests are standards-based and provide feedback for teachers, interventionist, and site administrators to make timely adjustments to teaching methods and/or class activities. Based on the results from these tests and the SBAC, students are provided with proper support to help improve performance on future instruction and future assessments through assignment to the proper RTI class. Data from State Assessments is also reviewed at various committee meetings such as ELAC, SSC, and Leadership. This data is used to plan for future instructional needs. For example, data from the 2015-2016 SBAC test revealed that students at Lakeside struggled with mastering various mathematics concepts. This area of growth was identified as a "focus point/need" by district personnel and stakeholders at Lakeside. In order to modify instruction and make improvements to curriculum, Lakeside took several actions. First, Lakeside utilized Teachers on Special Assignment (TOSA) who provided additional support to math teachers and helped to plan standards-based instruction targeting specific student needs. Second, Lakeside math teachers participated in a "Lesson Study" where they observed a colleague teaching a specific lesson with the intention of observing student engagement and student performance. After the observations, the teachers participated in reflective practices to make adjustments for future lessons with the intention of providing a better standards-based curriculum to meet the specific needs of Lakeside students.

Having committees review and analyze data is important because it involves various stakeholders and informs them of pertinent information related to student achievement. Also, it allows for community stakeholders to have a say in what the school decides to do in terms of developing an action plan. It is important to receive input from these stakeholders before developing an action plan. This information must be reviewed and discussed in a way that allows these stakeholders to have meaningful opportunities to influence the future Single Plan for Student Achievement in order to target the specific needs of the school.

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

Typically, district common assessments are administered at six-week intervals. After the tests are scored and data is recorded in an online data system (Illuminate), the results are reviewed at a Data Reflection Session (DRS). This is scheduled time where content teachers meet with the principal to review assessment results. They look for trends in the data and pay special attention to trends among special populations (ELs, SWD, SED, and Foster Youth). Teachers and the site principal use this time to review teaching practices and upcoming teaching plans. Together, they develop a plan to provide more effective instruction that will support any identified student needs. Then, teachers institute the plan, and are informally observed, and the cycle continues for the next six-week session. This is a critical aspect of the SPSA at Lakeside because it allows teachers and administration to have meaningful conversations about student achievement and it provides teachers with an opportunity to make adjustments to curriculum in a timely and positive solutions-oriented manner with support from administrative staff. It serves as an important aspect of professional development at Lakeside.

Staffing and Professional Development

3. Status of meeting requirements for highly qualified staff (ESEA)

All teachers at Lakeside must have an appropriate Teaching Credential and are fully certified/licensed with the state of California. Lakeside currently employs 29 full-time permanent teachers and one part time probationary I PE teacher. Every teacher has maintained the necessary credentials to teach the classes to which they are assigned. Of the 29 full-time teachers, 11 hold a single-subject credential in the content area for which they teach. The remaining 18 teachers hold multiple-subject credentials and have the appropriate authorizations to teach the single-subject course to which they are assigned.

All staff has either a Crosscultural, Language and Academic Development (CLAD) certificate or a credential with an embedded CLAD certification. One teacher has a Bilingual, Crosscultural, Language and Academic Development (BCLAD).

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

All 30 teachers at Lakeside are properly credentialed with either a Single-Subject credential or a Multiple-Subject credential. Those teachers who hold a Multiple-Subject credential also hold the proper authorizations for the subject to which they are assigned. Professional development is always available to Lakeside teachers. Each year, Site and District officials work together to create a Professional Development calendar which meets the current needs of the school. Currently, the focus is Academic Language Development (ALD). The LEA and teacher's bargaining unit have negotiated and agreed to three non-student days in which the teachers participate in full-day professional development training sessions. These training sessions are mandatory and all Lakeside teachers undergo the same training.

In addition to these professional development days, Lakeside teachers also have access to various professional development opportunities hosted at Los Angeles County Office of Education (LACOE) and AVID Summer Institute (AVID SI). In recent years, many Lakeside teachers have taken advantage of these offerings. During the 2016-2017 school year, Lakeside sent a team of 6 teachers to a 3-day training at LACOE on Project-Based Learning (PBL) from Buck Institute. Also, in recent years, teams of teachers have been sent to LACOE trainings centered around AVID strategies such as Critical Reading Strategies, Socratic Seminars, and Collaborative Work Strategies. These training sessions were aimed at achieving the AVID Schoolwide goals. Lakeside sends about 10 teachers to AVID SI every summer. At this 3-day conference, teachers received specialized training from a menu of options. Teachers select the training they wish to receive (relevant to their teaching assignment). Many of these teachers are part of the AVID Site Team and they are tasked with the responsibility of infusing these new strategies (learned at AVID SI) into their grade level curriculum.

In addition to these PD opportunities, many teachers seek independent opportunities to which Lakeside makes every effort to accommodate. For example, several teachers attended a STEM conference at the Anaheim Convention Center and Long Beach Convention Center. This PD opportunity was not advertised through the district but teachers learned about it and sought to get involved. Lakeside administrators were able to facilitate this request and six science/math teachers were granted permission and funding to attend the conference for two consecutive years. Similarly, the Social Science department was interested in attending a one day conference about the new Social Science Framework. Upon the request of four teachers, Lakeside administration facilitated this request and secured the funding necessary to send these teachers to the conference at LACOE.

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

Lakeside currently has a robust staff development program. There are three key areas that Lakeside has identified as important for staff development. First, Lakeside staff underwent a series of Academic Language Development (ALD) training led by an expert in the field of Language Acquisition in the school setting. Lakeside teachers participated in three professional development days where they underwent extensive training in effective strategies that are aligned with the new English Language Development Framework were offered. Further, teachers participated in student observations where they were able to see a variety of instructional strategies that served to meet the needs of the various students within our district. Second, Lakeside math teachers received additional staff development when the district hired a team of Teachers on Special Assignment (TOSAs). These TOSAs worked closely with all math teachers at Lakeside to help them refine curriculum to meet the new demands of the New California Content Standards (NCCS). Teachers participated in a series of lesson studies where they were able to observe colleagues with the intention of critiquing classroom strategies and their impact on student learning. This staff development is ongoing and will continue to support math teachers in the coming years. Third, Lakeside offers training for all teachers who are interested in utilizing AVID schoolwide strategies (WICOR strategies). Each year, Lakeside sends teachers to the AVID Summer Institute in Anaheim and San Diego. Typically, Lakeside sends about 10 teachers. Also, Lakeside offers various AVID training opportunities through the Los Angeles County Office of Education (LACOE). These training opportunities serve a larger goal at Lakeside to bring AVID schoolwide.

In the current year, language arts, math and history/social science teachers will participate in literacy training with author Releah Lent (This is Disciplinary Literacy, 2107), while science teachers engage in phenomena based training with the UCLA Science Project. PE teachers will train with LACOE in classroom management and physical fitness test preparation strategies. RSP teachers will continue to train with general ed teachers in co-teaching and will also attend the CARs plus conference (California RSP). Each of these staff development opportunities are data-driven as Lakeside staff recognized a particular need in each of these focus areas.

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

As previously stated, Lakeside has access to a team of Teachers on Special Assignment (TOSAs). These TOSAs are experts in their fields and serve to support staff needs throughout the district.

Lakeside has access to Technology TOSAs who serve to help teachers infuse technology into daily lessons. Technology TOSAs work directly with students by presenting technology-based lessons where they teach students how to create BLOGS, websites, access and utilize the Google suite (Google Drive, and Google Docs/Draw/Slides). Further, Technology TOSAs support teachers on a "as needed" basis. Teachers can request Technology TOSAs to support them with online assessment, various troubleshooting, lesson designs, differentiation for diverse learners, Project-Based Learning opportunities, etc. All Technology TOSAs offer their expertise to support the teachers in any way possible. Since every teacher has a different comfort level when it comes to implementing technology into the classroom, the TOSAs serve to encourage and support them in the ongoing effort to bring technology to every lesson.

Lakeside also has access to a team of Math TOSAs. As stated above, Math TOSAs support the Math Department in terms of revising and updating curriculum to better serve student needs related to the new Math standards. These TOSAs collaborate with Math teachers by supporting lesson planning, assessment strategies, online resources, lesson study experiences, and attending all math DRS sessions to further plan with teachers and administrators.

Lakeside also has access to a new Science TOSA that was hired for the 2017-2018 school year. This TOSA will serve to facilitate and support the implementation of Next Generation Science Standards (NGSS). For teachers at Lakeside, they will utilize this TOSA to get support in developing phenomena-based lessons that take real-world situations and build connections to science standards. The TOSA will observe lessons, provide feedback, and provide recommendations for future lessons. The role and purpose of the Science TOSA is very similar to the role of the Math TOSA.

In addition, this TOSA will work closely with the ELD teacher and the AVID EXCEL teachers to support language development strategies into their curriculum.

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

Lakeside understands the value of teacher collaboration. In fact, Professional Learning Communities (PLC) are a key component to collaboration and central practice at Lakeside. There are three important aspects of our PLC which make it successful-- Wednesday team time, common preparation periods among colleagues, and Data Reflection Sessions (DRS).

First, Wednesday team time is an important aspect of teacher collaboration. Each Wednesday, Lakeside releases students early in order to provide a structured time for teachers to meet with colleagues and collaborate on various projects, lessons, and assessments. There is a rotating monthly schedule for the goal of each Wednesday session. Sessions can focus on content teams, intervention/enrichment teams, grade level teams, and whole grade level time. This allows for teachers to meet and plan with their different partners on a consistent basis.

Second, a common preparation period allows for a more intimate and routine collaboration time among grade level/content partners. At Lakeside, each grade level has two teachers teaching each subject (two 6th grade math teachers, two 6th grade science teachers, etc.). The master calendar has been constructed in a way which allows for these partners to have common prep time each day. This allows teachers to plan lessons and collaborate on a daily basis.

Third, Data Reflection Sessions (DRS) are an important component to the collaborative process. DRS consists of structured meetings held once every six weeks where content partners sit down with administrators to discuss the results of the most recent district common assessments, and review professional commitments from previous DRS meetings. Together, administrators and teachers look for trends in data, performance of various numerically significant subgroups, and reflecting on the overall successes and/or failures of a particular unit of study. Then, the remaining DRS time is used to plan for upcoming units to better meet the needs of students and improve performance on future common assessments.

Teaching and Learning

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

All teachers at Lakeside create and maintain a pacing guide for their curriculum. These pacing guides must align to state standards and district expectations. Further, the district requires common assessments to be administered every six weeks. These common assessments are created by teachers and are correlated with pacing guides and state standards. These tests serve as checkpoints throughout the year and help to maintain proper pacing for teachers to ensure that all curriculum is covered throughout the school year.

By contract, each Lakeside teacher is expected to maintain a curriculum binder containing lessons and handouts for each course. These curriculum binders are an important tool for teachers because it helps them to develop consistent curriculum which can be replicated and enhanced each year. This standard practice at Lakeside plays a large role in creating a viable curriculum and helps to bring consistency from one classroom to another (different sections of the same course).

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

Lakeside Middle complies with all local and statewide education expectations including those regarding instructional minutes.

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

Lakeside has a built-in Intervention program called Response to Intervention (RTI). All students receive an appropriate intervention/enrichment course during 1st period as determined by their performance on SBAC and district common assessments. The site interventionist sits down with administrators to evaluate student needs. Based on the individual needs of each student, they are placed in an Intensive remediation class, Targeted support class, or Enrichment opportunity. Simply put, the Intensive classes are reserved for students who score "Far below basic" and need remedial support in smaller group settings. These classes focus on foundational skills in ELA and Math which aim to fill the learning gaps from previous years of instruction. Next, the Targeted support class is reserved for students who score "Below standard or near standard" and need targeted support in smaller group settings. These classes target current instructional material in ELA and Math but give students another chance to interact with the content outside of their regular Math or ELA class. The Enrichment classes are reserved for students who score in the proficient categories and do not require additional support. These students have access to an elective offering such as AVID, Band, Chorus, Journalism, STEM, Study Hall, or Leadership class.

The RTI program is set up in a rotating format where students go back and forth between ELA and Math support (for both Intensive and Targeted courses). On Monday and Thursday, they receive support in one class. On Tuesday and Friday, they receive support in the other class. On Wednesday, they have an advisement period where students get support in Organizational strategies and individualized support to help them stay current on assignments. This Wednesday offering is part of our AVID Schoolwide mission.

The RTI program is flexible in the sense that each student is re-evaluated each trimester. They have an opportunity to change placement every twelve weeks as determined by the Interventionist (test scores and teacher input). During the last six weeks of the school year, Lakeside has "Enrichment for All" where all students have access to an enrichment class despite their scores on SBAC and district assessments. Course offerings include Guitar class, various Art classes, Cooking class, creative writing, etc.

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

Lakeside is compliant with all Williams Act requirements in terms of access to curriculum and standards-based instructional materials. Each core course (Math, ELA, Social Studies, and Science) has a textbook which guides the curriculum through the school year. Teachers align the pacing guides and lesson plans with the adopted textbook for each particular class. Every student has access to a textbook for each class while at school and every student is issued a textbook to take home. To this end, there is no need for students to bring textbooks back and forth from school to home.

In addition to textbooks, teachers are provided with additional support materials that accompany or supplement the textbooks. These resources include DVDs, CD-Roms, Online curriculum and computer-based resources, additional textbooks series, and magazines/print-based media to supplement course materials (Junior Scholastic, SCOPE magazine, etc). These resources are used at teacher discretion. All of these materials are standards-based instructional tools.

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

Lakeside offers both supplemental programs and lesson strategies that are SBE - adopted and standard aligned that use a variety of standards-aligned resources. Programs that are currently in use include, but are not limited to, Accelerated Reader (AR), Engage New York (ENY), Rosetta Stone (foreign language program), and the Math Solutions Framework. All of these programs, as well as our core courses, either use or encourage the use of standards-aligned instructional materials such as textbooks, and supplemental texts and resources, as well as other supplemental resources specific to student needs. We also host academic strategies and curriculum that support students such as AVID's WICOR strategies, which focus on writing, inquiry, collaboration, etc; Stanford History Education Group (SHEG), which focuses on using primary source documents to form opinions on historical events; Scholastic Magazines are used in every core subject to supplement texts and increase student engagement; Next Generation Science Standards (NGSS) phenomena-based lessons, rely on real-world happenings to start a process of scientific discovery and, last, but not least, multiple forms of project-based learning.

Opportunity and Equal Educational Access

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

Social equity is an important part of providing developmental and academic opportunities and access to core and supplemental curriculum and instruction to all students. All staff participated in the Schools to Watch self study survey in May, 2017, and results indicate that all students at Lakeside receive equitable services. Items on the survey are detailed in parenthesis in the following analysis.

In the domain of Social Equity, there was a 60% increase in the number of criteria that improved in ratings, while 20% remained the same and 20% decreased. A significant increase occurred in SE1, All students participate in heterogeneous classes with high teacher expectations (3.5 to 3.7). These criteria speak to staff belief in student abilities to perform, active support, and flexible interventions. Most of the teachers open their classrooms during nutrition and lunch to offer tutoring. Many tutor their students afterschool as well. During Early Release Wednesdays' Period One Intervention, they counsel students and offer academic advisement using the student data program, PowerSchool, to show their students their current grades and set goals for improvement. In class, teachers use technology creatively to deliver instruction, incorporating AVID strategies and other effective strategies they have learned throughout the years to engage all students. The relationships between teachers, classified employees, administrators and students are nurturing. Examples of this are reflected in results from the 2017 Healthy Kids Survey which indicate that 87% of students feel close to the people at school; 94% of students feel that there is a teacher or some other adult who always wants them to do their best; and 91% of students feel that there is a teacher or some other adult who believes that they will be a success. Another area in which there was a significant increase was in the area of access to valued knowledge in all classes and activities (SE4), 3.4 to 3.6. In order to provide access to knowledge and resources other than textbooks, students have immediate access to technology in all core classes. Every core class has a mobile cart with 33 Chromebooks. This provides access to Chromebooks for research, data analysis and content area resources. Teachers use Google Classroom to deliver instruction, assign activities and projects and to increase student accountability. Teachers receive live feedback on student progress and can immediately redirect a student who is not making appropriate progress during an assignment. Students also use the Chromebooks to create projects collaboratively and to present them to their peers. Students with disabilities and English Learners are enrolled in general education classrooms and, with Co-teaching support, have the same access to all technology and classroom resources as any student in the core program. All students have access to content specific technology such as, lab equipment, PE equipment, and well maintained musical instruments. All teachers have access to technology as well, including a document camera, a projector, and a district assigned laptop. Some teachers are currently piloting Mimeo Teach Interactive Whiteboards and iPads for delivery of instruction.

Another type of access is available through the implementation of SHEG (Stanford History Education Group) strategies in seventh and eighth grade history classes. Students have access to both primary and secondary sources of historical documents. Students examine modified primary and secondary sources to develop higher levels of critical thinking and defend their opinions using evidence from the text. The Reading Like a Historian curriculum is used to turn students into historical investigators. One of the goals in this program is to help students recognize skills of historical inquiry that they already practice, such as reconciling conflicting claims and evaluating the reliability of narrative accounts of events in history. SHEG has made a profound impact on lesson design and delivery. Teachers become facilitators who guide their students to navigate events in history and make sense of them as they relate to their own lives (AE2, DR3, SE2).

Students also have access to interest-based classes during the year such as, Band, Choir, Journalism, AVID, AVID Excel and Leadership classes during first period. Students who do not meet the criteria to enroll in these electives are enrolled in the aforementioned targeted intervention classes. However, during the final session of the school year, called Enrichment for All, these students may choose an elective of their interest such as, Yoga, Hogwarts Math, Board Game, Pizza Box art, Coding, Zumba, Wildlife Art, Zombie Prep, Cooking and Crafts, and computer game challenges (SE4).

An area that decreased involved the clarity, fairness and consistent application of school rules (SE10). This decrease (3.6 to 3.2) may reflect the changes brought about from our first years of PBIS implementation. PBIS represents a change in the way that student behavior is managed. This change has been met with different reactions ranging from positive, to neutral, to negative. A site team has been attending PBIS training during the last two years and have followed the guidelines for an effective implementation. It is important to note that progress has been made in the effective implementation of school wide expectations for student behavior. The PBIS Team, now called the PRIDE Team, created the PRIDE matrix which clearly describes appropriate behaviors for every part of the campus. Students from the Leadership class prepare student led assemblies to engage the student body and teach them the behaviors. Teachers also introduced the behaviors during homeroom. Last year, all teachers created their own classroom expectations and taught them to their students. Student behavior expectations were shared with all staff, SSC, ELAC, and with all Lakeside families. Also introduced to the staff was information on the difference between minor and major infractions; and what responsibilities in regards to these rested on both teachers and site administrators alike. The decrease in rating may reflect a need for more communication about the process and about successes as shown in our data. Student behavior data from the School-Wide Information System (SWIS) program reflect a decrease in student office referrals, while an annual parent survey during the last two years reflect that 97% of families feel that the school wide discipline policy is effective. Number of suspensions have decreased dramatically to less than 10 students for the last two years and many more students have received much needed counseling services than in the past. Going into our third year of implementation, we have already begun efforts to address individual staff concerns and plan for continued progress with a focus

14. Research-based educational practices to raise student achievement

Lakeside utilizes a variety of research-based educational practices and strategies which target student achievement. Primarily, there are four core strategies that all Lakeside teachers have been trained in and are expected to use on a regular basis. The first core strategy are the Academic Language Development (ALD) strategies such as Think-Write-Pair-Share, Window Panes, Table Talks, and collaborative group activities. The second core strategy is the AVID WICOR strategies. These are a series of strategies involving Writing, Inquiry, Collaboration, Organization, and Reading. These strategies include Philosophical Chairs, Socratic Seminars, Buddy work, Cornell Notes, Critical Reading, Advisory Wednesdays during 1st period, etc. The third core practice is Direct Instruction (DI). All Lakeside teachers have been trained to utilize DI when necessary for introducing new content which students are expected to memorize. DI is primarily used in Math and ELA classes. The fourth core practice is a focus on the lesson objective. Stating the objective, referencing the objective throughout the lesson, and conducting a closure activity relevant to the objective during a single lesson is key to instruction at Lakeside. This practice helps students to be mindful of the learning goal throughout the course of the lesson and it gives teachers a chance to monitor progress towards mastery of the learning goal.

Parental Involvement

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

Lakeside offers a variety of resources for under-achieving students. Resources range from tutoring and Response to Intervention courses to additional funding to support students and families in need. Academically, Lakeside offers tutoring through the National Junior Honor Society club (NJHS) and Where Everyone Belongs club (WEB). AVID also offers tutoring through the Tutorial sessions. After-school tutoring is also available from the Bernabe community center and Think Together after-school program. In addition, several teachers are available on various days through the week to provide a safe space for students to utilize technology resources (Chromebooks, printers) and these teachers are also available to support academic needs during this time. The library is open during lunch and students can access books and online resources to support learning needs.

Lakeside is proud to announce a new program aiming to support families/parents in the quest to better support student needs. To that end, Lakeside will be offering a series of Parent Workshops. These Parent Workshops will focus on helping parents utilize technology tools relevant to students' academic needs (Chromebooks, Google Classroom, formatting Word Processing software and Google Docs). In addition, the Parent Workshops will also provide training in utilizing the Powerschool program so parents can access information related to student grades. The Parent Workshops will also feature several workshops centered on parenting strategies relevant to raising middle school adolescents. The Parent Workshop series will be spread out over the course of the school year. Each night, the workshop will focus on a different topic like the topics mentioned above. Parents can choose which workshops they want to attend based on their own personal needs.

Another important resource available to Lakeside parents and students are the various counseling services that Lakeside offers. Students have access to counseling through the City of Norwalk's Choices and Wings programs, both aimed at working with students and their families in the areas of socio-emotional and mental health.

Lakeside staff also organizes a series of Parent Nights and outreach events aimed to include the community. ELA hosts an event called Literacy Night where teachers share strategies with parents to help their student engage in reading and writing activities at home. The Math and Science departments collaborate on an event called the Family Math and Science Night. Parents and students have an opportunity to visit various booths set up around the campus related to different math and science topics. The booths are educational but often have a fun component where parents and students can interact in a game-type activity. The AVID department also hosts several Parent Nights throughout the year. At these events, parents receive information about how to support student needs in the areas of WICOR (Writing, Inquiry, Collaboration, Organization, and Reading). These parent nights also serve as opportunities for AVID teachers to communicate with parents about student progress and activities they have done throughout the year. Last, Lakeside administration organizes an event called Together as One. At this event, local agencies come together at Lakeside to showcase the various services available to Lakeside parents and students. These services include counseling services, tutoring services, specialized services for deaf or hard of hearing, services for the blind, support services for families who have students with special needs, etc. This event is very important as it provides Lakeside families with a plethora of local resources.

16. 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)

Lakeside values the input from all stakeholders in terms of allocating funds from ConApp programs. Lakeside staff includes all stakeholders in the planning, implementation, and evaluation processes through two important committees.

First, the English Learner Advisory Committee (ELAC) plays a vital role in supporting the English Language Learner (ELs) population at Lakeside. This committee is dedicated to reviewing and evaluating the needs of ELs and developing creative ways to support those needs through instructional offerings at Lakeside. This committee has input that impacts the base program but also additional support for students with specific needs. ELAC influences the base program by contributing to the decisions made for staff development (ALD training), resource materials that support the general education classes (SCOPE Magazine and Junior Scholastic) and various other language acquisition strategies.

Second, the School Site Council (SSC) serves as an important committee that guides and influences the direction for future programs offered at Lakeside. This committee is committed to reviewing and evaluating the needs of all students and generating creative solutions to meet the needs of the school. These solutions may be a response to instructional needs, behavioral needs, structural needs, etc. The SSC plays a pivotal role in deciding the direction of the school and allocating funds to execute these goals. Most recently, the SSC found that Lakeside has a particular need for Parent Workshops. Through the SSC meetings, they collaborated with a local agency that provides the Parent Workshops. Together, they tailored a unique series of workshops specific to Lakeside needs, approved the program, and allocated funding for the 2017-2018 school year. In addition, the SSC members discussed the need for the establishment of a PTO. The parent representatives, with support from administration, will be rolling out the Lakeside PTO for the 2017-2018 school year.

Lakeside administration also organizes an event each year called "Coffee with the Principal." This event serves as a structured time where community members review SBAC data with the Principal. Community members have an open forum to ask questions related to test scores, needs of students, school goals and plans to address student needs, etc. This event is important as it gives community members a chance to be informed and it provides them with a forum to ask questions or express their concerns.

Funding

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

Lakeside receives Title I and Title III funding which is instrumental in providing resources and opportunities for underperforming students.

Title I funds are utilized to fund the Lakeside Interventionist position. As discussed prior, the Interventionist is instrumental in organizing and facilitating the Response to Intervention (RTI) program. The Interventionist oversees the RTI program and places students in the appropriate RTI class based on test data, report card grades, and teacher input. Title I funds are also utilized to provide release time (sub coverage) for teachers during Data Reflection Sessions (DRS). These DRS sessions play a critical role in the ongoing professional development efforts of Lakeside teachers and administration. During DRS, teachers and administrators analyze common assessment data and discuss trends among students and student performance. From there, they discuss plans to improve curriculum for future lessons with underperforming students and subgroups as the focus of the conversations. Last, Title I funding also funds teacher training at AVID Summer Institute (AVID SI). AVID SI courses provide teachers with research-based strategies to improve instruction for students. As part of the AVID Schoolwide mission at Lakeside, it is important to have teachers trained in the AVID WICOR strategies.

Title III funds are also utilized to support underperforming students. Title III funds are used to support the needs of our English Learner (EL) population. First, Title III funds are utilized to support the AVID Excel program. This program, held during our RTI period, supports language development for high-level EL students (identified as 3, 4 or 5 on the CELDT). Next, Title III funds are utilized to fund the EL Coordinator position at Lakeside. This coordinator oversees the ELD and AVID Excel classes.

18. Fiscal support (EPC)

Lakeside also receives LCAP funds to address the eight categories that support student learning, as listed below:

1. Providing all students access to fully credentialed teachers, instructional materials that align with state standards, and safe facilities.
2. Implementation of California's academic standards, including the Common Core State Standards in English language arts and math, Next Generation Science Standards, English language development, history social science, visual and performing arts, health education and physical education standards.
3. Parent involvement and participation, so the local community is engaged in the decision-making process and the educational programs of students.
4. Improving student achievement and outcomes along multiple measures, including test scores, English proficiency and college and career preparedness.
5. Supporting student engagement, including whether students attend school or are chronically absent.
6. Highlighting school climate and connectedness through a variety of factors, such as suspension and expulsion rates and other locally identified means.
7. Ensuring all students have access to classes that prepare them for college and careers, regardless of what school they attend or where they live.
8. Measuring other important student outcomes related to required areas of study, including physical education and the arts.

(source: <http://downloads.capta.org/edu/e-school-finance/LCAP.pdf>)

Description of Barriers and Related School Goals

According to research conducted by Baird, Pavelsky, Savage and Valburg, there are four major barriers that pose a challenge for many students. These barriers are often the root cause for the achievement gap that can exist between high performing and low performing students.

The first factor which creates barriers to student achievement is student attitudes and beliefs. Students with low expectations for themselves become frustrated and give poor effort, a cycle called failure syndrome (Brophy, 1998). Students' lack of confidence in their own ability to learn and to be successful as well as their disengagement, or lack of connection with the learning leads to low achievement (Arroyo, Rhoad and Drew, 1999). Lack of self-efficacy, one's own belief that he or she has the power to achieve, also produces poor achievement. (Brown, 1999).

Teacher expectations and beliefs are the second factor that can affect how students achieve. Their unconscious biases and assumptions about students potential have a substantial effect on performance, as low expectation students are given fewer opportunities to perform (Lumsden, 2000). Teachers perceptions and interpretations of student actions are often colored by their initial assessment of the students' potential (Pathways to school improvement, <http://www.ncrel.org/>).

The third factor producing barriers for students involves their families. High mobility, low level of parent education and poverty often become insurmountable obstacles for students, resulting in their detachment from the learning process and barriers to their achievement in schools (Arroyo, Rhoad and Drew, 1999).

Finally, the school culture itself can create barriers to student success. If curriculum fails to have meaning and relevance for students, those students simply don't try (Arroyo, Rhoad and Drew, 1999). Schools must provide academic opportunities for all students and visibly promote the expectation that all students, regardless of individual circumstances, can succeed.

As part of the Single Plan for Student Achievement (SPSA), Lakeside aims to provide the necessary supports for all students, including special populations in order to close the achievement gap. Key programs include Response to Intervention Program (RTI), Advancement Via Individual Determination (AVID) and AVID Excel programs, English Language Development (ELD), Resource Specialism Program (RSP) and Learning Handicapped Special Day Class (LH / SDC) program. Please refer to the "School Goals" section for a more thorough outline regarding these goals. Below, you will find a general description of how these goals support the needs of students who are affected by the afore mentioned "barriers."

In response to all barriers, Lakeside provides a highly qualified and caring staff who offer a standards-based instructional program. In addition to the core curriculum, students have access to additional support-classes through the Period One Intervention offerings. Depending on the specific needs of each student (as identified by Common Assessment results, SBAC test data, teacher observations, and Interventionist input) students are placed in an appropriate support class which ranges from Intensive to Targeted to Enrichment. These courses offer a tiered level of support which is appropriate for each student. Further, the needs of each student are re-evaluated every 12 weeks in order to ensure that students receive the most relevant support.

Specifically for our English Learners, there are two important Period One opportunities to mention. First, the English Language Development (ELD) program provides language support from a highly trained teacher who is specially certified to teach ELD (CLAD and B-CLAD certified). Next, Lakeside offers an AVID EXCEL course for English Learners who are designated as "Early Advanced" or "Advanced" according to the California English Language Development Test (CELDT). The AVID EXCEL Program and ELD program are important aspects of Lakeside's school goals and can be explained in greater detail in the "Planned Improvements" sections under the "Student Achievement Goal." Socioeconomically disadvantaged students benefit from the same Period One intervention programs. Depending on their needs, students are placed in an appropriate support class.

Students with Disabilities benefit from the same Period One Intervention program. Depending on their specific needs, they may be placed in an Intensive or Targeted class to support their needs in English-Language Arts and Mathematics. Additionally, several RSP students are accepted into the AVID program or the AVID Excel program in order to provide these students with opportunities to participate in a more "general education" environment. In addition to the Period One Intervention program, Students with Disabilities are served by the RSP program and the LH/SDC program. Each student receives a specialized curriculum as spelled out in the Individualized Education Plan (IEP) or 504 plan. Depending on the needs of each student, they receive additional instructional minutes with educational specialists (Resource Specialists).

Since our SED population is so large (nearly 3/4 of our student population), many programs at Lakeside that are "schoolwide initiatives" are designed to support our SED population. It makes sense to offer these supports to all students because our SED population is so large. In addition, it is common that a single student falls into two or more different sub-group category. For example, many of our EL students and RSP students also identify as SED. Their needs are supported accordingly.

To address student engagement, Lakeside offers many social-emotional supports such as, the WEB program to facilitate the transition of entering 6th grade students to middle school; PBIS or PRIDE, which offers a safe, predictable set of behavioral expectations for students to follow. Lakeside also offers an award winning school wide AVID program and an AVID program for Long Term English Learners AVID Excel, to promote college and career readiness and a feeling of belonging to school. Lakeside electives include, Journalism, band, chorus, Pokemon club, Leadership, ASB, and Enrichment for All, a six week elective that students choose at the end of the year. The Lakeside PTO also offers monthly lunchtime events to promote the inclusion of volunteers on campus and engaging, globally oriented events for students (e.g., International Day of Peace celebration 9/21, Red Ribbon Week, etc. . .).

As a nationally recognized School to Watch, Lakeside addresses the four important factors that address research based barriers that emerge in schools by supporting student achievement, responding positively to developmental needs of middle school age students, addressing matters of social equity (e.g., master calendar), and effectively managing the school.

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 6	215	221	177	210	218	175	210	218	175	97.7	98.6	98.9
Grade 7	214	219	217	213	211	215	213	211	215	99.5	96.3	99.1
Grade 8	227	209	210	223	207	206	223	207	206	98.2	99	98.1
All Grades	656	649	604	646	636	596	646	636	596	98.5	98	98.7

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 6	2505.1	2546.9	2541.7	7	19	17.14	32	38	37.14	33	29	31.43	27	14	14.29
Grade 7	2552.0	2560.3	2569.6	12	13	18.60	40	42	40.47	29	28	23.72	19	17	17.21
Grade 8	2551.3	2581.6	2564.1	11	14	10.19	32	47	43.20	31	25	27.67	26	13	18.93
All Grades	N/A	N/A	N/A	10	16	15.27	35	42	40.44	31	27	27.35	24	15	16.95

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	
Grade 6	10	22	21.14	54	51	56.00	36	27	22.86	
Grade 7	20	18	25.12	57	55	53.49	23	27	21.40	
Grade 8	19	26	20.39	53	53	52.91	28	21	26.70	
All Grades	16	22	22.32	55	53	54.03	29	25	23.66	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 6	14	25	24.57	51	55	52.57	35	20	22.86
Grade 7	23	29	33.02	54	54	49.30	24	17	17.67
Grade 8	17	30	21.95	57	53	53.66	26	17	24.39
All Grades	18	28	26.72	54	54	51.76	28	18	21.51

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 6	9	16	20.57	72	75	69.14	19	9	10.29
Grade 7	15	17	17.21	66	70	68.84	18	13	13.95
Grade 8	13	12	11.17	67	78	72.33	19	10	16.50
All Grades	13	15	16.11	69	74	70.13	19	11	13.76

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 6	21	34	37.14	63	58	50.29	16	8	12.57
Grade 7	30	26	40.93	57	63	45.12	13	11	13.95
Grade 8	18	31	31.55	57	55	46.60	25	14	21.84
All Grades	23	31	36.58	59	58	47.15	18	11	16.28

Conclusions based on this data:

1. Lakeside students have demonstrated significant growth from the 2015 results to the 2016 results. Percentage of students scoring "above average" increased by an average of 6.5 % between the 4 different categories while the percentage of students scoring "below standard" decreased by an average of 7.25% between the 4 different categories.
2. Reading (demonstrating understanding of literary and non-fiction texts) is the area of greatest need at Lakeside Middle School as 25 % of students scored "Below Standard"
3. Listening (Effective communication skills) is the area of greatest strength at Lakeside Middle School as nearly 75% of all students achieved the "at or near standard" performance band.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 6	215	221	176	211	219	176	211	219	176	98.1	99.1	100
Grade 7	214	219	217	213	212	217	213	212	217	99.5	96.8	100
Grade 8	227	209	210	224	208	207	224	208	207	98.7	99.5	98.6
All Grades	656	649	603	648	639	600	648	639	600	98.8	98.5	99.5

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 6	2491.4	2510.0	2518.8	5	11	11.93	16	20	25.57	45	37	35.23	33	32	27.27
Grade 7	2512.9	2498.5	2505.8	13	6	12.90	14	17	14.75	37	38	28.57	37	40	43.78
Grade 8	2507.9	2555.1	2527.1	8	14	9.66	16	25	18.84	25	37	29.47	50	25	42.03
All Grades	N/A	N/A	N/A	9	10	11.50	15	20	19.33	36	37	30.83	40	32	38.33

Concepts & Procedures Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	
Grade 6	9	13	19.32	41	41	46.02	50	46	34.66	
Grade 7	15	10	15.67	36	38	30.88	48	52	53.46	
Grade 8	10	25	17.87	33	44	39.61	56	32	42.51	
All Grades	12	16	17.50	37	41	38.33	52	44	44.17	

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		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 6	8	11	13.07	47	48	51.14	45	42	35.80
Grade 7	15	10	17.51	50	41	38.71	36	50	43.78
Grade 8	10	14	12.08	57	55	41.55	33	31	46.38
All Grades	11	11	14.33	51	48	43.33	38	41	42.33

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 6	7	14	15.34	58	58	48.86	36	28	35.80
Grade 7	13	8	11.98	70	57	51.15	17	34	36.87
Grade 8	7	13	7.73	54	64	61.84	38	23	30.43
All Grades	9	12	11.50	61	60	54.17	30	28	34.33

Conclusions based on this data:

1. Sixth and Eighth grade students showed significant improvement in the "above standard" category from the 2015 results to the 2016 results, and maintenance in 2017.
2. Sixth and Eighth grade students showed significant improvement in the "below standard" category from the 2015 results to the 2016 results.
3. Eighth grade students decreased in the category of "above standard" and increased significantly in the category of "below standard". 8th grade seems to be an area of great opportunity for improvement.

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
6	5	27	23	44	36	33	33	30	43	10	6	0	8	0	0
7	12	27	21	48	37	46	28	27	29	0	5	4	12	5	0
8	26	25	19	65	54	41	4	8	27	0	4	8	4	8	5
Total	13	27	21	51	41	40	24	23	33	5	5	4	8	4	2

Conclusions based on this data:

1. There was significant improvement (an increase from 13 to 27) in the category of "advanced" between the 2015 and 2016 years. However, there was a decrease of 6 points from 2016 to 2017.
2. There was a significant decrease (a decrease from 51 to 41) in the category of "early advanced" between the 2015 and 2016 years, and a plateau from 2016 to 2018 (41 to 40).
3. There was a significant decrease (a decrease from 8 to 4) in the category of "beginning" between the 2015 and 2016 years, continuing to 2017 by -2 points..

School and Student Performance Data

CELDT (All Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
6	5	26	22	40	37	34	33	29	41	10	6	0	12	3	3
7	15	27	20	48	34	43	26	25	27	0	7	3	11	7	7
8	29	24	18	63	52	39	4	8	26	0	4	11	4	12	5
Total	14	26	20	48	39	39	24	22	31	4	6	5	10	7	5

Conclusions based on this data:

1. Students in the "Intermediate" category significantly increased from 2014-2015 to 2015-2016.
2. More strategic focus is necessary in order to ensure the progress of all English Learners.

Planned Improvements in Student Performance

School Goal #1

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Student Achievement
LEA/LCAP GOAL:
Student Achievement All K-8 students will demonstrate growth toward proficiency in core content areas (e.g., California State Standards, ELD), as measured by: 1. Smarter Balanced Assessments in ELA and Mathematics in grades 3-8 2. District assessments in ELA and Math in grades K-2 3. CST in science: grade 5. Science District Benchmarks: grades 6,7and 8 4. District assessments in history/social science in grades 6-8 5. Percentage of ELs Making Progress in Learning English Based on the CELDT (AMAO1) and Percentage of ELs Attaining the English Proficiency Level on the CELDT (AMAO2) 6. Redesignation rates for ELs 7. Academic Performance Index-API (as developed by the CDE) 8. Physical Fitness Tests in grades 5 and 7

SCHOOL GOAL #1:

Student Achievement

All K-8 students will demonstrate growth toward proficiency in core content areas (e.g., California State Standards, ELD), as measured by:

1. Smarter Balanced Assessments in ELA and Mathematics in grades 3-8
2. District assessments in ELA and Math in grades K-2
3. CST in science: grade 5. Science District Benchmarks: grades 6,7and 8
4. District assessments in history/social science in grades 6-8
5. Percentage of ELs Making Progress in Learning English Based on the CELDT (AMAO1) and Percentage of ELs Attaining the English Proficiency Level on the CELDT (AMAO2)
6. Redesignation rates for ELs
7. Academic Performance Index-API (as developed by the CDE)
8. Physical Fitness Tests in grades 5 and 7

Data Used to Form this Goal:

Common assessment results, SBAC results, Student work, administrative and teacher observations.

Findings from the Analysis of this Data:

3 YEAR DATA ANALYSIS

The following data analysis represents the progress Lakeside students have made during the first three years of Smarter Balanced state testing. Overall, there has been growth in both English language arts and mathematics. In addition, the 2017 SBAC results offer disaggregated data our English Learners (by proficiency levels), our Economically Disadvantaged subgroup, and our Students with Disabilities (by primary disability type).

English Language Arts (ELA): All students

Analysis: During the last three years of state testing, data results demonstrate significant growth in English-Language Arts (ELA) at all grade levels. Increased scores were observed between the first and second year of testing, with an 18-point increase in sixth grade, a 3-point increase in seventh grade and an 18-point increase in eighth grade. Although seventh grade scores seemed to have a smaller increase in percentage points between the first and second years of testing, seventh grade scores from the initial English Language Arts SBAC in 2015 were much higher than both sixth and eighth grade scores. SBAC scores in 2017 show a slightly different trend from the previous year. There was a small, three-point decrease in sixth grade ELA scores, and an eight-point decrease in eighth grade. During 2017, seventh grade scores increased once again, with a four-point increase from the previous years. Over a total of three years, SBAC scores for all three grades have notably increased with the smallest three year change at +7 points and the largest at +15. Although there have been instances of slight decreases in scores in some grade levels, overall, Lakeside English Language Arts SBAC scores have steadily increased over the last three years.

ELA: English Learners

Analysis: During the last three years of state testing, data results demonstrated significant positive change among English Learners (ELs) in English Language Arts. Eighth grade experienced the most significant growth as they increased 13 points over the three-year span. Sixth grade experienced the next largest increase at 11 points from 2015 to 2017. Seventh grade improved by 7 points over the three-year span but they experienced a very significant increase of 20 points from 2015 to 2016. On average, each grade level improved over the three-year span. 2016 was a particularly strong year as EL students experienced an average increase of 12 points from the prior year.

ELA: Economically Disadvantaged (ED)

Analysis: During the last three years of state testing, data results demonstrated modest to significant growth with Economically Disadvantaged (ED) students in English Language Arts (ELA) throughout all three grade levels. Over a three-year period, all ED students in all grade levels have demonstrated an increasing change in scores, with an average of +9 points. In sixth grade, there was a significant increase in ELA scores for ED students, with an 18-point increase in scores in 2016. Sixth grade ED populations did slightly drop in 2017 by three points, but the overall trend with sixth grade ED students in ELA is extremely positive with a +15-point three-year change.

Mathematics: Analysis: During the last three years of state testing, data results demonstrated modest to significant growth in mathematics throughout the grade levels. Over a three-year period, all grade levels have demonstrated an increasing change in scores, with a school average of +7 points. Both sixth and eighth grade mathematics scores increased from the first year of testing, 2015, to the second year of testing, 2016; sixth grade scores increased by ten percentage points and eighth grade scores increased by 15 percentage points. During this time, seventh grade scores decreased slightly, with a four-point drop in 2016, coming back strong with a five-point increase in the 2017 school year, thus keeping a positive trend in our three-year change. Sixth grade mathematics also increased in the 2017 school year, with students and teachers raising scores by 7 percentage points. Eighth grade mathematics scores decreased in 2017 by 10 points, yet still held a positive three year change at +5 points.

2017 SBAC English Language Arts: Students with Disabilities (SwD)

ELA: Students with Disabilities (SWD)

Analysis: According to state testing data, Students with Disabilities (SwD) demonstrated modest positive growth in English Language Arts over a three-year span. On average, students improved scores by 5 points from 2015 to 2017. Sixth grade students experienced the most significant improvement as they increased by 15 points in that 3-year span. Eighth grade students posted the largest single year growth as they improved by a staggering 18 points from 2015 to 2016.

Mathematics (Math): All students

Analysis: During the last three years of state testing, data results demonstrated modest to significant growth in mathematics throughout the grade levels. Over a three-year period, all grade levels have demonstrated an increasing change in scores, with a school average of +7 points. Both sixth and eighth grade mathematics scores increased from the first year of testing, 2015, to the second year of testing, 2016; sixth grade scores increased by ten percentage points and eighth grade scores increased by 15 percentage points. During this time, seventh grade scores decreased slightly, with a four-point drop in 2016, coming back strong with a five-point increase in the 2017 school year, thus

How the School will Evaluate the Progress of this Goal:

1. Evidence of progress will be measured by common assessment results; an increase of 5% on the overall ELA SBAC results and an increase of 5% on the overall Math SBAC results; student work and administrative observation.
2. Evidence of progress will be measured by an increase of percentage of students reaching proficient in common assessment results; an increase of 5% on the overall ELA SBAC results and an increase of 5% on the overall Math SBAC results; student work and administrative observation.
3. Evidence of progress will include data reflection/discussion, notes from data reflection sessions, classroom observation of new practices/strategies, improved common assessment results throughout the year, and student work samples.
4. Evidence of progress will be measured by the student's ability to respond correctly to teacher prompts at the student's proficiency level, CELDT results and administrative observations.
5. Evidence of progress will be measured by common assessment results, an increase of 5% on the overall ELA SBAC results and an increase of 5% on the overall Math SBAC results; CELDT results, number of students who are reclassified, and administrative observations.
6. Evidence of progress will be measured by common assessment results; authentic assessments results, an increase of 10% on the overall ELA SBAC results and an increase of 10% on the overall Math SBAC results; and administrative observations
7. Evidence of progress will be measured by 80% of students reaching proficiency on common assessment results, an increase of 5% on the overall ELA SBAC results and an increase of 5% on the overall Math SBAC results; and administrative observations.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1.1 Form and train Student Achievement Leadership Team (SALT)	August- Sept	Principal Assistant Principal Teachers	substitute teachers	None Specified	District Funded	
1.2 Data driven decision making	September and ongoing throughout the year.	Principal Ed. Services	Determine focus area for the year through extensive analysis of SBAC data and student work, resulting in: Reasoning skills across all content areas			
1.3 Staff input	September 2016- May 2017	Principal Assistant Principal District Administration	Share focus area with staff, elicit staff input.			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1.4 Data Reflection Sessions	Ongoing	Principal Teachers	Review student work in DRS, determine next steps across grade levels and content areas. Share at Grade Level meetings throughout the year. Fund substitute teachers to release teachers from class		LCFF - Supplemental	12072
1.5 . Process	Ongoing	Principal Teacher Ed. Services	Determine areas of student needs by grade level, and by school, through analysis of DRS findings. Share with staff and district			
1.6 Discuss effective use of strategies during DRS and staff meetings	Data Reflection Sessions (ongoing)	Principal Teachers	DRS Interventionist 40% FTE		Title I Part A: Allocation	47156
1.7 Share information with families of students	SSC meetings ELAC meetinngs	Principal Assistant Principal Counselor				
1.8 Provide California State Standards professional development for all instructional staff during professional development days.	Ongoing	Principal and Education Services	AVID Summer Institute		LCFF - Supplemental	6000
1.9 Teacher collaboration	Ongoing	Teachers, Principal and Asst. Principal	Teachers will collaborate in curriculum development in alignment with team goals, school goals, and in alignment with district leadership.		LCFF - Supplemental	2000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1.10 Pacing Guides	June 2018	Principal, Asst. Principal and Teachers	Teachers will revise pacing guides (April, 2018) and embed with ELD/ELA standards (ELA, History, Science, Math).	None Specified	District Funded	
1.11 Common Prep Time	September 2017 - March 2018	Principal and Asst. Principal	As much as possible, provide a common prep period for content teams to facilitate greater collaboration on instruction.			
1.12 SHEG and Project Based Learning	September 2017 - May 2018	Principal, Asst. Principal and Teachers	Implement SHEG lessons and Project Based Learning strategies in history classes. Support with professional development.	None Specified	None Specified	
				None Specified	None Specified	
1.13 Critical thinking skills	September 2017 - May 2018	Principal, Asst. Principal and Teachers	Implement practices within units of instruction to develop critical thinking skills (e.g., ELA Shifts, Math SMPs, Science Practices, History Disciplinary and Literary)			
1.14 Provide funding for school library-media specialist.	September 2017 - May 2018	Principal and School Site Council			District Funded	
1.15 Direct Services to Students	September 2017 - May 2018	Principal and School Site Council	Provide increased direct services to students in the library by providing additional hours to the Library Media Specialist		LCFF - Supplemental	1000
1.16 Supplemental Materials	September 2017 - May 2018	Principal and School Site Council	Provide additional books, and instructional supplies consistent with the district LCAP.		LCFF - Supplemental	12456

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1.17 Literacy strategies	September 2017	Teachers and Principal	Implement literacy strategies across the content areas.			
1.18 Set and monitor goals	Principal and Teachers	September 2017 - May 2018	Evaluate progress on SMART goals and create new SMART goals for student achievement.			
1.19 Professional Learning Communities	Ongoing	Principal, Asst. Principal, Teachers, and PE.	Principal will schedule and facilitate periodic data reflection session (i.e. PLC sessions) for each grade level/subject area team. The revised DRS protocol will be implemented to structure the purpose of DRS.		LCFF - Supplemental	12072
1.19 Classroom Observations		Principal, Asst. Principal and Teachers.	Conduct classroom observations to support implementation of effective strategies, using eWalk app		District Funded	250

Planned Improvements in Student Performance

School Goal #2

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Access to the Core Curriculum
LEA/LCAP GOAL:
Conditions for Learning Conditions for learning will support growth toward proficiency in content areas (e.g., new California State Standards) standards, as measured by: 1. 100% of facilities will continue to be in good to excellent repair as measured by the Office of School Construction Facilities Tool (FIT) 2. Rates of appropriately qualified, credentialed and assigned certificated, classified and administrative and instructional staff. 3. Sufficiency of standards-aligned textbooks and /or instructional materials (board resolution) 4. Student transportation, as required by IEPs and safety criteria (allocated funds) 5. Basic Supplies and Services
SCHOOL GOAL #2:
Conditions for Learning Conditions for learning will support growth toward proficiency in content areas (e.g., new California State Standards) standards, as measured by: 1. 100% of facilities will continue to be in good to excellent repair as measured by the Office of School Construction Facilities Tool (FIT) 2. Rates of appropriately qualified, credentialed and assigned certificated, classified and administrative and instructional staff. 3. Sufficiency of standards-aligned textbooks and /or instructional materials (board resolution) 4. Student transportation, as required by IEPs and safety criteria (allocated funds) 5. Basic Supplies and Services
Data Used to Form this Goal:
Facilities walk through observations and notes; Quarterly Williams Reports (compliant); completed work orders; teacher certification on file (Personnel Dept)
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:
Direct observation, annual reports, purchase orders, completed work orders

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
2.1 School Supplies	September 2017 - March 2018	Principal, Asst. Principal and Teachers, classified	Teachers and students will have access to school supplies throughout the year	4000-4999: Books And Supplies	LCFF - Supplemental	21751
2.2 Facility will be maintained properly and in good repair	September 2017 - March 2018	Principal and Asst. Principal, Director of Maintenance and Operations, custodial staff, district staff	Administration and classified will monitor facilities throughout the year			
2.3 Highly Certified Staff	August 2017	Personnel Dept.	Personnel Dept will guide in the hiring of highly qualified teachers	None Specified	None Specified	

Planned Improvements in Student Performance

School Goal #3

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Monitoring of Student Achievement
LEA/LCAP GOAL:
Stakeholder Engagement Stakeholder Engagement will be inclusive, strategic and purposeful, as measured by (metrics): <ol style="list-style-type: none">1. Parent Survey Response Rate2. Parent Satisfaction Survey Rate3. Parent Engagement Rate (District and Site SMART Goals)4. Student School Connectedness Rate (Grades 5 and 7)5. Attendance Rate6. Chronic Absenteeism Rate7. Middle School Dropout Rate
SCHOOL GOAL #3:
Stakeholder Engagement Stakeholder Engagement will be inclusive, strategic and purposeful, as measured by (metrics): <ol style="list-style-type: none">1. Parent Survey Response Rate2. Parent Satisfaction Survey Rate3. Parent Engagement Rate (District and Site SMART Goals)4. Student School Connectedness Rate (Grades 5 and 7)5. Attendance Rate6. Chronic Absenteeism Rate7. Middle School Dropout Rate
Data Used to Form this Goal:
Common assessment results, SBAC results, Student work, administrative and teacher observations.
Findings from the Analysis of this Data:

How the School will Evaluate the Progress of this Goal:

Evidence of progress will include data reflection/discussion, notes from data reflection sessions, classroom observation of new practices/strategies, improved common assessment results throughout the year, and student work samples.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
3.1 Communication Protocol	September 2017	Teachers w/support from Principal, Asst. Principal and Counselor	Determine protocol for teacher-parent communication. (i.e., Learning Log notes, email, Teleparent, in-person. Parent Portal etc.) and expectations (i.e., meeting or response time-- before, after school, same day or 1 day, etc. . .)			
3.2 Process for Protocol	September - June	Principal, Secretary and Webmaster	A notice will be prepared and sent home, posted on website to inform parents of established protocol.			
3.3 Staff responsibilities	September - June	Staff	Staff will review communication protocols during family events (i.e., Back to School Night and parent conferences) and implement the protocols and expectations throughout the school year.			
3.4 School Website	September-June	Webmaster , administration	School website and social media will be maintained current and engaging throughout the school year	5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	1000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
3.5 Family engagement opportunities	September - June	Administration, staff	Engage families to participate in PTO, SSC, ELAC, DAC, DELAC, parent workshops AVID Parent nights, and other family events throughout the school year	4000-4999: Books And Supplies	LCFF - Supplemental	2,900
				4000-4999: Books And Supplies	Title I Part A: Allocation	600
3.6 Focus on good attendance	September - June		Work with parents whose students have high absence rates, through individual counseling, letters home, and information regarding the importance of good attendance			
3.7 Attendance issues--processes and support	September - June	Assistant Principal, Attendance Clerk	Engage families in the SART and SARB processes			

Planned Improvements in Student Performance

School Goal #4

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Student Support
LEA/LCAP GOAL:
School Climate School Climate will be conducive to effective teaching and learning, as measured by (metrics): 1. Suspension Rate 2. Expulsion Rate 3. Student School Safety Survey Rates (Grades 5 and 7) 4. Parent Safety Survey Rate
SCHOOL GOAL #4:
School Climate School Climate will be conducive to effective teaching and learning, as measured by (metrics): 1. Suspension Rate 2. Expulsion Rate 3. Student School Safety Survey Rates (Grades 5 and 7) 4. Parent Safety Survey Rate
Data Used to Form this Goal:
Common assessment results, SBAC results, Student work, administrative and teacher observations.
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:
Evidence of progress will be measured by a decrease in number of detentions, suspensions, and instances of tardiness and non-medical absences, using SWIS Suite, PowerSchool and staff observations.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
4.1 Formally launch PBIS (Team was trained last year).	October 2017 - May 2018	Principal, Asst. Principal and Counselor				
4.2 Assist teachers in developing classroom behavior PRIDE matrix (single, content area or grade level).	September 2017	PBIS Team				
4.3 Collect and share data on SWIS program with staff and families on a monthly basis.	August 2017- May 2018	PBIS Team				
4.4 Student engagement assemblies	August 2017- May 2018	PRIDE Club, Principal and Asst. Principal	Camfel Productions Assemblies: Point of View Focus on appreciation of diversity Conduct PBIS assemblies (min. 1 per trimester) and implement reward system (Pride Cards for positive behavior).		LCFF - Supplemental	1098
4.5 Share information with families (parent meeting, flier, and website).	August 2017- May 2018	PBIS Team				
4.6 WEB Program	August 2017- May 2018	WEB Coordinator, Principal, Asst. Principal and Counselor	Implement WEB Program (Where Everyone Belongs) to support sixth graders.		LCFF - Supplemental	3525
4.7 Utilize the City of Norwalk's Public Safety Department to provide services including the "Choices" program, "Parent Project and Wings Program," case management, Family Intervention Team, and community court.	August 2017- May 2018	Counselor				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
4.8 Intervention & Counseling support	August 2017- May 2018	Principal, Asst. Principal and Counselor	Utilize campus watch program to target students with individual counseling, meetings, and other programs.			
4.9 Counseling support	August 2017- May 2018	Principal, Asst. Principal and Counselor	Partner with Turning Point Center to provide support to at-risk students with counseling interns.			
4.10 Itinerant Counselor	August-September 2017	Counselor	Develop a schedule for the Itinerant Counselor to provide support services to at risk students			
4.11 No Bully Program	Ongoing	Principal, Asst. Principal, Counselor, Staff, and Solution Coach	Full Implementation of "NO BULLY" Program: 1. Social Vision in student planner 2. Anonymous reporting online and in office 3. Stop, walk, talk training and protocol 4. Ongoing support in homeroom classes 5. Solution Coaches Team 6. Progressive discipline			
4.12 Engage students in monthly PTO activities, lunchtime clubs (e.g., Pokemon) and tutoring, ASB activities, Accelerated Reader incentives, WEB, AVID, Journalism, Band, Chorus, Bernabe Sports and other extra curricular events, Enrichment for All.	September-June	staff, parents	Bernabe tutoring/sports	LCFF - Supplemental	3010	
			Accelerated Reader	LCFF - Supplemental	7818	
			Student incentives	LCFF - Supplemental	2000	
			Enrichment for All materials	LCFF - Supplemental	2500	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
4.13 Home-school communication			Parents will be informed throughout the school year about students' academic and behavioral progress utilizing advisory cards, aeries.net, the Blackboard program, Back-to-School Night, Open House, Parent Conferences, and parent meetings, etc. This includes all special populations, such as low Socio Economic Status, High Achieving, Special Education, and foster youth.		None Specified	
4.14 SARC			Current School Accountability Report Cards (SARC) containing all required information will be posted annually on the school website			
4.15 English Learners Annual Notice			Parents of English Learners will be informed on an annual basis of their children's progress in the area of language development.			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
4.16 Communication to Community			Various means of communication include written communication, Blackboard messages, school website and social media, parent surveys, and community partnerships.			

Planned Improvements in Student Performance

School Goal #5

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT:
LEA/LCAP GOAL:
Provide a comprehensive system of support services to facilitate student success, both academically and personally.
SCHOOL GOAL #5:
Based on conclusions from Analysis of Program Components and Student Data pages Create a learning environment where students feel safe and can grow and flourish as they develop the skills needed in order to be competitive in the 21st Century global market.
Data Used to Form this Goal:
Compliance with Williams requirements and review of our partnership with THINK Together.
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
All students will learn from a highly qualified staff member within the school environment.	September-June	staff, Personnel dept		0000: Unrestricted	General Fund	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
All students, including Foster Youth, Children of Military families, special needs, English Learners, foster youth, GATE students, socio-economically disadvantaged, and other students will have equal access to the school's entire educational program.	September-June			0000: Unrestricted	LCFF - Supplemental	
All students, including special needs, English Learners, foster youth, GATE students, socioeconomically disadvantaged, and other students will have full access to standards-aligned instructional materials at school and at home.	September-June					
All students will have full access to the library during the school day as well as after school so they can utilize technology and receive support for their school work.	September-June					
Lakeside MS provides a safe, clean, well-maintained, and orderly learning environment that nurtures learning and provides a focus on continuous school improvement. The PBIS program, and partnerships with Pacific Clinics, WACSEP, Turning Point and the Whole Child, among other City of Norwalk organizations, support the social and emotional health and development of our students so they feel safe and engaged in their learning	September-June			0000: Unrestricted	District Funded	

Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support this site program goal and will be performed as a centralized service. Note: the total amount for each categorical program in this section must be aligned with the Consolidated Application.

Centralized Service Goal #1

SUBJECT: Centralized Services for Planned Improvements in Student Performance in English Language Arts, Mathematics, Science, HSS, ELD SBAC CELDT, ELPAC
SCHOOL GOAL #1:
<p>Student Achievement</p> <p>All K-8 students will demonstrate growth toward proficiency in core content areas (e.g., California State Standards, ELD), as measured by:</p> <ol style="list-style-type: none"> 1. Smarter Balanced Assessments in ELA and Mathematics in grades 3-8 2. District assessments in ELA and Math in grades K-2 3. CST in science: grade 5. Science District Benchmarks: grades 6,7and 8 4. District assessments in history/social science in grades 6-8 5. Percentage of ELs Making Progress in Learning English Based on the CELDT (AMAO1) and Percentage of ELs Attaining the English Proficiency Level on the CELDT (AMAO2) 6. Resignation rates for ELs 7. Academic Performance Index-API (as developed by the CDE) 8. Physical Fitness Tests in grades 5 and 7

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1.1 The district will provide Arts for All instructors to provide music, art, and PE for students while teachers participate in DRS collaboration in order to plan differentiated instruction for students.	Sep. 2017- May 2018	Educational Services Dep.	a team of Arts for All instructors will provide music, art and PE instruction to students at all elementary sites. Each school will have a team at their site one day per week.	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	184,516.
				2000-2999: Classified Personnel Salaries		7,936.
				3000-3999: Employee Benefits		36,048.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1.2 The district will support Data Reflection Sessions at the middle schools in order to review student work and most current assessments. Interventionist will place students in either support or enrichment courses for the following six weeks based based on their specific needs.	August 2017-June 2018	Middle School Interventionist 40% FTE at Lakeside 60% FTE at Lake Center Middle School	Interventionist will review ELA and Math assessment data every six weeks. Based on most current information, students will be place on a Targeted ELA or Mathematics course for six weeks. Students that do not need the additional support will be placed in a Science or HSS Enrichment course for the following six weeks. This process is completed five times per year. Interventionist will also meet with students individually to set goals and monitor progress.	2000-2999: Classified Personnel Salaries	Title I	116,009.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)				
			Description	Type	Funding Source	Amount	
1.3 Common Planning time	Sep. 2017 - February 2018	Educational services	The district will provide three days of training for all teachers. Elementary teachers will focus NGSS, Middle school teachers will focus on Writing Across the Disciplines, Special Education teachers will focus on writing across all content areas. all Music and PE teachers will receive PD in their specific content. Dates will be September 1, 2017, October 13, 2017 and February 9, 2018.	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	238,670.77	
				1000-1999: Certificated Personnel Salaries		86,329.23	
1.4 Instructional Technology	Sep. 2017- June 2018	Ed. Services / Business and Technology Departments	The district will coordinate instructional technology instruction as well as coordination of purchases of technology devises to support instruction.	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	83,653.	
				3000-3999: Employee Benefits		LCFF - Supplemental	35,509.
				4000-4999: Books And Supplies		LCFF - Supplemental	55,838.
				5000-5999: Services And Other Operating Expenditures		LCFF - Supplemental	29,193.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1.5 Grade Level Collaboration	Sep. 2017-June 2018	Educational Services Dep.	The district will provide Itinerant PE teachers to provide PE instruction to students while teachers are given time to collaborate with their grade level peers. Each site will be assigned a PE teacher to work with students all day. Principals will create a schedule for them to follow.	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	190,019.
				1000-1999: Certificated Personnel Salaries		63,805.
1.6 Summer School	Feb. 2018-July 2018	Educational Services Dep.	Educational Serv. Department staff will plan and implement summer school program for targeted students in grades 2nd-7th grade	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	69,020.
				2000-2999: Classified Personnel Salaries		4,010.
				3000-3999: Employee Benefits		18,036.
				4000-4999: Books And Supplies		8,325.
				5000-5999: Services And Other Operating Expenditures		25,609.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)				
			Description	Type	Funding Source	Amount	
1.7 Instructional Coaches	Aug. 2017-June 2018	Educational Services Dep.	Mathematics Instructional Coaches will provide support to teachers and principals and provide training for teachers, administrators, Interventionist, THINK Together staff and parents	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	261,005.	
				3000-3999: Employee Benefits		LCFF - Supplemental	108,375.
1.8 Technology Specialist	August 2017-June 2018	Educational Services Dep.	Technologist Specialist will provide technology instruction to elementary students and teachers	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	214,115.	
				3000-3999: Employee Benefits		LCFF - Supplemental	81,158.
1.9 AVID EL	July 2017- June 2018	Middle School Principals	AVID Excel teachers will provide specially designed instruction to Long Term English Learners in 7th and 8th grade students at Lake Center and Lakeside	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	21,111.	
				3000-3999: Employee Benefits		LCFF - Supplemental	3,889.
				5000-5999: Services And Other Operating Expenditures		Title III Part A: Language Instruction for LEP Students	15,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1.10 ELD Specialist / ELD Support Plan	August 2017-June 2018	Educational Services Dep.	ELD Training and support will be given to all teachers as they implement integrated and designated ELD	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	59,292
			EL Monitoring Doc. Preparation	2000-2999: Classified Personnel Salaries	LCFF - Supplemental	7,500
				5800: Professional/Consulting Services And Operating Expenditures	LCFF - Supplemental	40,158
			ELD Training - Ivannia Soto	5800: Professional/Consulting Services And Operating Expenditures	Title III Part A: Language Instruction for LEP Students	15,000
1.11 Science Specialist	August 2017-June 2018	Educational Services Dep.	Teachers will receive training and support as from the district Science Specialist as they implement the NGSS standards	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	85,437.
				3000-3999: Employee Benefits	LCFF - Supplemental	34,563.
1.12 RSP Teachers	August 2017-June 2018	Director of Special Education Principals	RSP teachers will provide additional support for targeted students in all core content area	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	201,661.
				3000-3999: Employee Benefits	LCFF - Supplemental	90,620.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1.13 Interventionist and Support for Elementary Sites	Sep. 2017-June 2018	Educational Services Dep. Personnel Department Principals	Certificated interventionist will provide support in ELA and Math to targeted students in all elementary students Budgets for interventionist reflected in each site school plan			
Library Access for Students	August 2017-June 2018	Principals	Students will have access to check out books from their school library	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	157,584.
				2000-2999: Classified Personnel Salaries	LCFF - Supplemental	29,396.

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #2

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #2:
<p>Conditions for Learning</p> <p>Conditions for learning will support growth toward proficiency in content areas (e.g., new California State Standards) standards, as measured by:</p> <ol style="list-style-type: none"> 100% of facilities will continue to be in good to excellent repair as measured by the Office of School Construction Facilities Tool (FIT) Rates of appropriately qualified, credentialed and assigned certificated, classified and administrative and instructional staff. Sufficiency of standards-aligned textbooks and /or instructional materials (board resolution) Student transportation, as required by IEPs and safety criteria (allocated funds) Basic Supplies and Services

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
2.1 Maintenance of Facilities	July 2017- June 2018	Director of Maintenance	Facilities will be maintained and monitored using the FIT tool	1000-1999: Certificated Personnel Salaries	General Fund	338,658.
				3000-3999: Employee Benefits	General Fund	173,000.
				4000-4999: Books And Supplies	General Fund	148,000.
				5000-5999: Services And Other Operating Expenditures	General Fund	138,000.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
2.2 Qualified Staff	July 2017-June 2018	Assistant Superintendent of Personnel Principals	Appropriately qualified staff will be hired for all positions necessary throughout the school year	1000-1999: Certificated Personnel Salaries	LCFF - Base	17,236,491.
				2000-2999: Classified Personnel Salaries	LCFF - Base	4,426,994.
				3000-3999: Employee Benefits	LCFF - Base	8,448,844.
				5000-5999: Services And Other Operating Expenditures	LCFF - Base	
2.3 Basic Supplies and Services	July 2017-June 2018	Assistant Superintendent of Business Principals	Students will have access to school supplies as needed throughout the year	4000-4999: Books And Supplies	General Fund	396,551.
				5000-5999: Services And Other Operating Expenditures	General Fund	3,514,966.
2.4 School Transportation	July 2017-June 2018	Director of Special Education Educational Services Dept.	Selected students will receive home to school transportation	5000-5999: Services And Other Operating Expenditures	General Fund	922,368.
2.5 Standards Aligned Materials	July 2017-June 2018	Assistant Superintendent, Educational Services	All students will have access to all core content adopted textbooks, and supplemental materials	4000-4999: Books And Supplies	General Fund	

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #3

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #3:
<p>Stakeholder Engagement Stakeholder Engagement will be inclusive, strategic and purposeful, as measured by (metrics):</p> <ol style="list-style-type: none"> 1. Parent Survey Response Rate 2. Parent Satisfaction Survey Rate 3. Parent Engagement Rate (District and Site SMART Goals) 4. Student School Connectedness Rate (Grades 5 and 7) 5. Attendance Rate 6. Chronic Absenteeism Rate 7. Middle School Dropout Rate

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
3.1 Parent Involvement	August 2017-June 2018	Educational Service Department	Parents will be provided multiple opportunities for participation in: Courses through Cerritos College, such as ESL, GED and Technology. as well as many parent training workshops throughout the year	5800: Professional/Consulting Services And Operating Expenditures	Title I	15,400
				4000-4999: Books And Supplies	Title I	4,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
3.2 Parent Surveys	February 2017-May 2018	Educational Service Department	Parent Surveys will measure parent satisfaction as well as parent engagement. Surveys will be collected from parents throughout the district			

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #4

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #4:
<p>School Climate School Climate will be conducive to effective teaching and learning, as measured by (metrics):</p> <ol style="list-style-type: none"> 1. Suspension Rate 2. Expulsion Rate 3. Student School Safety Survey Rates (Grades 5 and 7) 4. Parent Safety Survey Rate

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)				
			Description	Type	Funding Source	Amount	
4.1 Elementary/Middle School Counselors	August 2017-June 2018	Director of Special Education	Counseling services will be provided for targeted students at all schools	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	362,373.	
				3000-3999: Employee Benefits		LCFF - Supplemental	132,782.
4.2 Alternatives to Suspension	August 2017-June 2018	Director of special Education and Pupil /services	all schools will participate in Positive Behavior Interventions and Supports training	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	26,009	
				3000-3999: Employee Benefits		LCFF - Supplemental	4,791
				5000-5999: Services And Other Operating Expenditures		LCFF - Supplemental	29,200

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #5

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #5:

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

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
District Funded	250.00
LCFF - Supplemental	91,202.00
Title I Part A: Allocation	47,756.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
4000-4999: Books And Supplies	25,251.00
5000-5999: Services And Other Operating Expenditures	1,000.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
	District Funded	250.00
	LCFF - Supplemental	65,551.00
4000-4999: Books And Supplies	LCFF - Supplemental	24,651.00
5000-5999: Services And Other Operating	LCFF - Supplemental	1,000.00
	Title I Part A: Allocation	47,156.00
4000-4999: Books And Supplies	Title I Part A: Allocation	600.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	93,006.00
Goal 2	21,751.00
Goal 3	4,500.00
Goal 4	19,951.00

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:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Ana Gutierrez	X				
Christopher Horton		X			
Jessica Lundeen		X			
Susan Reinoso		X			
Riz Gazmen			X		
Denise Lovatto			X		
Elisa Samora				X	
Joanna Gutierrez				X	
Ligia Galindo				X	
Francisco Sanchez				X	
Natalie Galindo					X
Naomi Gutierrez					X
					X
Gus Galindo - Alternate Parent					
Numbers of members of each category:	1	3	2	4	2

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 Expenditure(s) to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply)**:

State Compensatory Education Advisory Committee

Signature

X English Learner Advisory Committee

Signature

Special Education Advisory Committee

Signature

Gifted and Talented Education Program Advisory Committee

Signature

District/School Liaison Team for schools in Program Improvement

Signature

Compensatory Education Advisory Committee

Signature

Departmental Advisory Committee (secondary)

Signature

Other committees established by the school or district (list):

Signature

4. 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.
5. 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.
6. This SPSA was adopted by the SSC at a public meeting on .

Attested:

Ana I. Gutierrez

Typed Name of School Principal

Signature of School Principal

Date

Jessica Lundeen

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date

School Information

1. Current school enrollment: 654
2. Which category best describes where your school is located?
 - Urban Suburban Rural
3. Does your school receive Title I funding? Yes No

If yes, indicate type of services: School-wide Targeted Assistance
4. What is your school calendar? Traditional Year-round Modified
5. Is your school a charter school? Yes No
6. Number of full-time and part-time staff members in each of the categories below:

	<u>Full-time Staff</u>	<u>Part-time Staff</u>
Administrators	__ 2	__
Classroom teachers	__ 31	__
Counselors	__ 1	__
Credentialed librarians	__ 0	__
Nurses	__ 0	__ 1
Psychologists	__ 0	__ 1
Technology/media specialists or technicians	__ 0	__ 1
Paraprofessionals	__ 0	__ 10
Campus resource officers	__ 0	__ 0
Other staff (<i>specify</i>) <u>Classified employees</u>	__ 12	__ 3
Total staff	__ 46	__ 16

School Overview

Lakeside Middle School (MS), "Home of the Mustangs," is one of two middle schools in the Little Lake City School District, which serves the communities of Santa Fe Springs, Norwalk, and portions of Downey. In 1994, Lakeside MS was recognized as a California Distinguished School, and in the 2013-14, the school celebrated its 60-year anniversary. Even more recently, Lakeside has been recognized as a *2015 Schools to Watch, Taking Center Stage®* site. In the 2017-18 school year, we will apply for *Redesignation* as a Schools to Watch Taking Center Stage® site. Lakeside continues to maintain its legacy of academic excellence, developmental responsiveness, social equity, strong organizational structures and practices with a focus on the future for all of its students.

Lakeside serves a diverse population. Most students identify themselves as Hispanic (85%). Students who identify themselves as White make up the second largest group at 3.82%, while students who identify themselves as African American make up the third largest group of students (2.82%). Total enrollment of students is 615, 77% of which are identified as Socioeconomically Disadvantaged. There are 91 students who are identified as English Learners (15%) and 111 students are reclassified as Fluent English Proficient (R-FEP) (17%). There are 48 students who are identified as Students with Disabilities and are either in a Resource Specialist Program (RSP) or Learning Handicapped (Special Day Class) setting (7%). There are 227 students who participate in the Gifted and Talented Education (GATE) Program (35%). The class sizes at Lakeside can range from 25 to 33 students, with the exception of students in PE and band that can range between 33 and 39.

Lakeside staff, district and community resources provide a safe school environment for all students and staff. Systematic procedures have been established to ensure that everyone knows how to respond in emergency situations. In the 2016-17 parent survey, results showed high percentages in regards to the effectiveness of a schoolwide discipline policy (97.71%); a safe environment (98.62%); clean and well maintained school (88.99%); feeling welcomed when visiting the school (100%); feeling satisfied with student progress (91.74%); feeling adequately informed of student learning progress (95.87%); good school-parent communication (97.25%) and general satisfaction with the school (100%). Lakeside has also implemented a Positive Behavior Intervention Support program to make certain that all students understand behavioral expectations. This 3-tiered model engages students by including clearly communicated behaviors, incentives, positive reinforcement and fair consequences. Alternatives to suspension are actively implemented with a focus on a restorative approach.

To support all students, Lakeside employs teachers that are highly qualified, caring and effectively provide a standards based instructional program that is rigorous and innovative. Lakeside supports students developmentally through an award-winning AVID Program, National Junior Honor Society (NJHS), band and chorus, Associated Student Body (ASB), Where Everyone Belongs program (WEB), Silent Sustained Reading(SSR), Read Naturally, journalism, and Period One Intervention classes (Rtl model). Resources are used to address the complex social and emotional needs of middle school students. To address emotional needs, counseling services are provided on site as well as within the community.

To extend the network of support, family involvement continues to develop in areas of general participation, volunteerism and leadership roles. Parents participate actively in all school events and are welcomed at the school. Lakeside Middle School provides a rich, engaging educational

experience that prepares students with the skills they will need to succeed in high school, college and career.