

The Single Plan for Student Achievement

School: Lakeland Elementary School
CDS Code: 19647176015051
District: Little Lake City School District
Principal: Georgette Baltierrez
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:

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

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School Vision and Mission

Lakeland Elementary School's Vision and Mission Statements

School Vision and Mission:

Lakeland School strives to provide a compassionate and challenging learning environment where all children and adults are valued as individuals and encouraged to achieve their full potential.

The mission of Lakeland Elementary School, as a vital child-centered community resource, is to provide a solid academic foundation of partnership with the community in order to develop responsible, literate, well-balanced citizens who have the skills to succeed and a positive attitude toward lifelong learning.

School Profile

School Profile:

Lakeland Elementary School follows a traditional calendar for instruction. It lies in the northern section of the city of Norwalk, California. The school first opened its doors in 1950 to kindergarten through sixth grade. Very different from other schools in the district, Lakeland Elementary School is impressive not only in its academic gains, but its unique architecture. Daring for a school at that time, the windows frame provide beautiful views of the outdoors. The original classrooms have floor to ceiling windows, which make up more than a third of the classroom walls. This creates an impression of expansion, opening the doors to green lawns and beautiful trees. Those same walls have unexpected angles, which create natural alcoves for learning centers, class libraries, and provide room for small group instruction, which support our instructional program. Between pods are walk-in storage closets, making organizational tasks efficient. We work with students in transitional kinder through fifth grade. The educational programs are tailored to meet the needs of our children, our community, and society as a whole.

Our school population includes the following subgroups according to the California Basic Educational System (CBEDS) English Learners 56 students, Re-designated Fluent English Proficient (RFEP) 14 students, Title I-30 students, Gifted and Talented Education (GATE)-4 students, Resource Specialist Program (RSP)-6 students. and Speech and Language Program-14 students. Lakeland Elementary School is dedicated to the academic success of every student, a safe and comprehensive educational experience, and a strong instructional program.

In-school interventionists such as Response to Intervention (RTI) offer children with the greatest needs, the lowest possible student teacher ratio, while offering children working at and above grade level an opportunity to enrich their instructional program in the area of language arts. At some grade levels, RTI is offered in the area of math, as needed. Research based instructional strategies such small group instruction, systematic checking for understanding, elements of Direct Instruction, Close Reading, and Cell/ExLL strategies provide children an opportunity to access the curriculum. Interventions outside of the instructional day are on a case-by-case basis. Teachers are not required to do so, yet they often provide struggling children with additional re-teaching, as available.

Daily and systematic RTI in English Language Development is taught to non-native English speakers. Strategies such as sentence frames, modeling, and pair-share are used regularly. For those children whose native language is English, Academic Language Development is systematically taught. The idea being that every child should be able to participate in academic discussions, including, but not limited to analysis of literature and non-fiction.

In addition, our GATE program offers enrichment activities to qualifying children for the program. Also, additional on-site activities such as tailored computer classes, and art classes for example, provide our children with high interest supplemental activities.

Regular scheduled Data Reflection Sessions provide teachers with the opportunity to analyze data, share instructional strategies, and address accountability with follow-up steps. This allows instructional leaders the opportunity to do whatever it takes to take a child from their instructional level to the next.

At Lakeland Elementary School, we know that regular school review and school evaluation is an integral part of the planning process members of the School Site Council (SSC) and English Learner Advisory Committee (ELAC), parents, LCAP stakeholders are an important component for the academic success of all students. The school site administrator presented the school plan to both

committees and members provided feedback in updating and approving on the annual school plan in order to evaluate the effectiveness of the programs for student achievement on September 2016. An annual comprehensive needs assessment was conducted and SSC and ELAC members as well as school staff members in order to provide continuous input and periodic evaluation of how Lakeland Elementary students are achieving the school's goals. Finally, parents surveys were distributed to first, fourth, and fifth grade parents. The purpose of the survey is to get their input on what areas they feel the school is doing well and/or needs to improve. The responded collected were looked at and were shared with the school staff so that we not only celebrate what we are doing right, but also reflect and improve the areas that were mentioned in order to better service our students.

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).

Surveys

Numerous district wide surveys were given at Lakeland Elementary. The purpose of each survey given is to collect input from all stakeholders. The Healthy Kids Survey is given to 5th grade students only. District created surveys are also given to first, fourth, and fifth grade parents.

Teachers are also given a survey where they provide input on professional development needs and plans.

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

Classroom observations are conducted by the principal, teachers, and district office personnel. The principal conducts classroom observations on a weekly basis. Teacher focus walks are done several times throughout the year/ District office walk-throughs are conducted twice or three times a school year.

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)

Data Analysis (See Appendix A)

On a yearly basis, CASSPP test results are shared school wide. Grade level data is disaggregated as well as language proficiency levels. Based on the state assessment data, a school wide plan is created. As well, additional data such as fluency scores, district benchmarks, and common assessments scores are analyzed during grade level data reflection sessions, (DRS). The student assessments results are analyzed to create a targeted action plan for each subgroup within the grade level.

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

Student Work and School Documents

Every other week during Data Reflection Sessions, (DRS), grade level teachers bring student assessment and work used to assess student progress.

Analysis of Current Instructional Program (See Appendix B)

District personnel and site leadership representatives analyze current instructional program on a regular basis.

Staffing and Professional Development

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

All teachers on site meet requirements for being highly qualified staff.

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

All teachers are highly qualified and participate in district and site professional development regularly. The district offers a minimum of 3 full days of professional development; however, other additional opportunities are often available. Site professional development occurs as needed through site staff meetings and DRS. Supplemental funds are also available for teachers to attend outside conferences. Strategies learned from these conferences are then shared with other staff.

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

Each year the district sets a professional development focus based on student data and teacher needs. For example, in 2016-2017, the focus was Math and ELD. All teachers received 3 full days of professional development in the area of Math. ELD training was provided to small cohorts of teachers at a time. In addition, TOSAs provided ongoing professional development in the areas of math and technology on district Wednesdays to all teachers. New teachers also received training in ELA strategies used in CELL and ExLL. Lastly, all school participated in PBIS training to help improve our overall school culture.

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

The district utilizes coaches and TOSAs to provide assistance and support for teachers in addition to the support of the site principal. Currently, there are 3 math coaches, 1 science coach, and 1 technology TOSA available for support. These coaches and TOSA are available to attend staff meetings and DRS to provide professional development as well as provide individual support to teachers in the classroom with planning, lesson delivery, assessment, interventions, and enrichment activities.

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

Teachers collaborate in a variety of ways. Early dismissal Wednesdays provide teachers with two Wednesday afternoons a month to use for grade level team collaboration. In addition, teachers collaborate with their grade level team, with principal facilitation, biweekly during 90-minute Data Reflection Sessions (DRS). The goal of DRS is to provide grade-level teams time to review the results of assessment data, share best instructional practices, analyze student work, and to plan for future instruction. DRS allows for a high level of purposeful collaboration during the instructional day in order to continually improve instruction, maintain our supportive learning environment, and ensure student achievement.

Teaching and Learning

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

Alignment of curriculum, instruction, and materials is done through regular grade level meetings and DRS as described above using district level curriculum pacing guides. In addition, the district schedules time each spring for district grade level teams to collaborate and modify grade level pacing guides and assessments as needed

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

Instructional minutes are adhered to and monitored through lesson plans.

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

All grade levels utilize a district pacing guide for both ELA and Math. Flexibility within the pacing guide based on student need is determined by each grade level at the site

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

All students have access to state adopted and standards aligned instructional materials.

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)

Only state adopted and standards aligned instructional materials are used.

Opportunity and Equal Educational Access

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

Many intervention opportunities are available to our students who are underperforming. All students receive Response to Intervention (RTI) in ELA and/or Math for 40 minutes four times a week. Students are placed in groups based on student achievement data and student need. Instruction is targeted to provide intervention or enrichment. Groups that require more significant intervention have a smaller teacher to student ratio in order to be able to provide more intensive support.

In the regular classroom setting, all students receive directed reading instruction in small groups (TK-3 guided reading, 4/5 book clubs). The focus is to help them improve their literacy skills (accuracy, fluency, and comprehension). Students in grades K-2 participate in regular interactive writing lessons, a strategy that differentiates for individual student's needs in the area of writing. In addition, small groups and individual intervention is provided periodically throughout the day in the regular classroom setting across all content areas.

14. Research-based educational practices to raise student achievement

We use multiple research-based educational practices at Lakeland. CELL and ExLL strategies are used across the curriculum to support literacy development in all content areas. Thinking Maps and Close Reading are also implemented regularly in the area of English Language Arts and other content areas. In the area of math specifically, strategies, such as the use of manipulatives and the use of math talk and number talks are consistently implemented. All teachers have also been trained in the use of Direct Instruction. Strategies, such as Think-Write-Pair-Share and the use of sentence frames, are implemented regularly with our English Learners' needs in mind. Lastly, we also incorporate cooperative learning and the use of technology across all content areas.

Parental Involvement

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

Funds for before and after school intervention are available to provide tutoring classes for underperforming students. In addition, the district provides Think Together afterschool for daily child care, intervention, and enrichment activities. Think Together Site Coordinators attend DRS in order to stay current with student needs and collaborate with teachers in how to best provide needed intervention during program. This district family liaisons and school counselors also provide assistance to families that need additional support outside of school.

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)

The school has a School Site Council and English Learners Advisory Committee consisting of parents, teachers, and staff that meets regularly (minimum of 5 times per school year) to plan, implement, and evaluate ConApp programs.

Funding

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

Supplemental/Concentration Funds enable the school to provide many opportunities to underperforming students. LCAP 2 funds allow us to purchase supplemental materials to support classroom instruction. LCAP 7 funds enable us to provide professional development to staff in order to continue to provide a high quality standards based instructional program that utilizes research-based practices. LCAP 29 funds provide intervention opportunities, including before and after school tutoring and funding for interventionists to provide RTI. LCAP 33 funds allow us to fund programs and initiatives that promote a positive school culture and increase student engagement, such as PBIS incentives, attendance incentives, and extracurricular activities.

18. Fiscal support (EPC)

See budget pages

Description of Barriers and Related School Goals

Identify Barriers and related goals

There is a 10 point difference between English language learners and all students in the area of language arts. There is a 25 point difference between English language learners and all students in the area of Math. The English Learners must attain and master the English Language alongside the grade level standards that are embedded in the curriculum. Teachers will continue to receive professional development on how to teach English Language Learners and provide access to the core curriculum. Some of the professional development opportunities that teachers will receive include but are not limited to the following: Next Generation Science Standards, mathematics, and academic English Language Development, etc.

*Average daily attendance is 96% and one of the lowest percentages compared to other schools within the district. Our goal this school year is to increase attendance rates by working with the district's attendance clerk and school counselor, following through with the SARB process, and monitoring daily attendance.

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 3	55	41	60	53	40	59	53	40	59	96.4	97.6	98.3
Grade 4	49	51	47	49	50	47	49	50	47	100.0	98	100
Grade 5	51	46	58	50	46	58	50	46	58	98.0	100	100
All Grades	155	138	165	152	136	164	152	136	164	98.1	98.6	99.4

* 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 3	2431.7	2409.2	2420.2	19	10	22.03	34	28	18.64	32	30	37.29	15	33	22.03
Grade 4	2463.9	2485.4	2460.4	20	24	10.64	24	34	34.04	27	28	31.91	29	14	23.40
Grade 5	2514.7	2516.8	2500.2	16	20	13.79	42	28	39.66	30	30	18.97	12	22	27.59
All Grades	N/A	N/A	N/A	18	18	15.85	34	30	30.49	30	29	29.27	18	22	24.39

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 3	25	5	22.41	55	63	44.83	21	33	32.76
Grade 4	27	20	14.89	43	62	74.47	31	18	10.64
Grade 5	20	17	27.59	56	54	55.17	24	28	17.24
All Grades	24	15	22.09	51	60	57.06	25	26	20.86

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 3	19	15	19.30	51	53	52.63	30	33	28.07
Grade 4	27	20	14.89	53	70	70.21	20	10	14.89
Grade 5	22	22	18.97	56	58	60.34	22	20	20.69
All Grades	22	19	17.90	53	61	60.49	24	20	21.60

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 3	17	8	15.52	74	83	72.41	9	10	12.07
Grade 4	27	20	8.51	47	74	70.21	27	6	21.28
Grade 5	16	20	10.34	70	74	74.14	14	7	15.52
All Grades	20	16	11.66	64	76	72.39	16	7	15.95

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 3	17	18	24.14	70	65	51.72	13	18	24.14
Grade 4	8	26	14.89	51	60	68.09	20	14	17.02
Grade 5	24	33	22.41	70	57	51.72	6	11	25.86
All Grades	16	26	20.86	64	60	56.44	13	14	22.70

Conclusions based on this data:

1. Based on the data, we need to analyze specific student results to determine causes for decrease in score during Data Reflection Sessions and reevaluate our ELA program ensuring that we are using research based strategies with fidelity in order to increase student achievement.
2. Based on the Data, an emphasis needs to be placed in the area of Listening and demonstrating understanding of text.
3. Based on subgroup data, an achievement gap still exists for our EL learners. We will continue to focus on effective research based strategies to support EL students.

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 3	55	41	60	54	40	59	54	40	59	98.2	97.6	98.3
Grade 4	49	51	47	49	50	47	48	50	47	100.0	98	100
Grade 5	51	46	58	49	46	58	49	46	58	96.1	100	100
All Grades	155	138	165	152	136	164	151	136	164	98.1	98.6	99.4

* 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 3	2407.9	2413.1	2421.7	9	5	6.78	20	28	32.20	43	40	37.29	28	28	23.73
Grade 4	2462.2	2496.2	2474.9	6	16	8.51	31	44	29.79	45	34	53.19	16	6	8.51
Grade 5	2495.8	2499.6	2513.2	16	15	15.52	12	20	24.14	31	26	41.38	41	39	18.97
All Grades	N/A	N/A	N/A	11	13	10.37	21	31	28.66	39	33	43.29	28	24	17.68

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 3	13	18	18.64	44	43	50.85	43	40	30.51	
Grade 4	21	36	27.66	35	46	44.68	44	18	27.66	
Grade 5	20	15	27.59	35	46	39.66	45	39	32.76	
All Grades	18	24	24.39	38	45	45.12	44	32	30.49	

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 3	11	5	23.73	59	63	49.15	30	33	27.12
Grade 4	8	20	8.51	56	62	63.83	35	18	27.66
Grade 5	22	17	13.79	39	39	72.41	39	43	13.79
All Grades	14	15	15.85	52	54	61.59	34	31	22.56

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 3	19	15	18.64	63	68	62.71	19	18	18.64
Grade 4	19	26	12.77	52	60	61.70	29	14	25.53
Grade 5	14	20	20.69	47	43	46.55	39	37	32.76
All Grades	17	21	17.68	54	57	56.71	28	23	25.61

Conclusions based on this data:

1. Based on the data, we need to analyze specific student results to determine causes for the majority of the population scoring at Standard Nearly Met during Data Reflection Sessions and reevaluate our Math program ensuring that we are using research based strategies with fidelity in order to increase student achievement.
2. Based on cohort Data, 5th grade showed a decrease of 20% in the number of students who met or exceeded the standards. Further analysis will be done during Data Reflection Sessions and we will and reevaluate our Math program ensuring that we are using research based strategies with fidelity in order to increase student achievement.
3. Based on subgroup data, an achievement gap still exists for our EL learners. We will continue to focus on effective research based strategies to support EL students.

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
K		13			25		***	63	***						
1	13	10	20	53	20	15	20	50	50	13	10	10		10	5
2	13	14	11	38	64	44	25	14	44	25	7				
3			21	57	13	21	29	50	43	14	38	7			7
4	27	33	17	36	17	50	27	50	33	9					
5	67	50	20	33	30	80		20							
Total	24	20	18	43	32	30	22	38	43	12	9	5		2	4

Conclusions based on this data:

1. Based on the data over half of our English Learners are identified as Intermediate, Early Intermediate, or Beginning levels and most student from this group are in the Intermediate level. Continued work to create action steps that focus on this group, especially those that have maintained this level over time is necessary.
2. Based on the data, 100% of English learners in grade 5 are identified as Early Advanced or Advanced. This data supports our efforts to focus on EL's and move them toward redesignation.
3. Based on the data 1st, 2nd, and 3rd grade have most of their EL's in the intermediate level. Putting a focus on these grade levels during Data Reflection Sessions to develop action plans to address their EL students' needs will be vital.

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
K		10		22	19	5	33	52	14	11	10	29	33	10	52
1	13	10	18	53	20	14	20	50	45	13	10	9		10	14
2	13	20	10	38	60	40	25	13	40	25	7				10
3			20	57	13	20	29	50	40	14	38	13			7
4	27	33	17	36	17	50	27	50	33	9					
5	67	50	20	33	30	80		20							
Total	20	19	13	41	29	23	22	39	32	12	10	13	5	4	20

Conclusions based on this data:

1. Based on the data over half of our English Learners are identified as Intermediate, Early Intermediate, or Beginning levels and most student from this group are in the Intermediate level. Continued work to create action steps that focus on this group, especially those that have maintained this level over time is necessary.
2. Based on the data, 100% of English learners in grade 5 are identified as Early Advanced or Advanced. This data supports our efforts to focus on EL's and move them toward redesignation.
3. Based on the data 1st, 2nd, and 3rd grade have most of their EL's in the intermediate level. Putting a focus on these grade levels during Data Reflection Sessions to develop action plans to address their EL students' needs will be vital.

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: <ol style="list-style-type: none">1. Smarter Balanced Assessments in ELA and Mathematics in grades 3-82. District assessments in ELA and Math in grades K-23. CST in science: grade 5. Science District Benchmarks: grades 6,7and 84. District assessments in history/social science in grades 6-85. 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 ELs7. 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 (AMA01) and Percentage of ELs Attaining the English Proficiency Level on the CELDT (AMA02)
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:

Data to be used to firm this goal will be the following:

1. CAASPP
2. CELDT
3. District Common Assessments
4. Progress Monitoring Assessments
5. Redesignation Rates for ELs
6. Physical Fitness Tests Results in Grade 5

Findings from the Analysis of this Data:**How the School will Evaluate the Progress of this Goal:**

School will evaluated on the progress of this goal by the following:

1. SSC/ELAC Meetings
2. Data Reflection Sessions Grade Level Meetings
3. Staff Meetings
4. Principal School Data Presentation for the District and Board

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1.1 Pacing Guide/Collaboration	Ongoing	*Teachers *Principals *Educational Services Department	*Data Reflection Sessions	5000-5999: Services And Other Operating Expenditures	District Funded	0
			*Arts for All	1000-1999: Certificated Personnel Salaries		0
			*Library Media Specialist	2000-2999: Classified Personnel Salaries	District Funded	0
			Supplemental Materials	4000-4999: Books And Supplies	LCFF - Supplemental	1,000.00
1.2 Researched Based Strategies / Professional Development	Ongoing	*Teachers *Principals *Educational Services Department	*Teacher Planning Time & Professional Development	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	1,040.00
			*Math Coaches	1000-1999: Certificated Personnel Salaries	District Funded	0
			*Professional Books	4000-4999: Books And Supplies	LCFF - Supplemental	750.00
			*Student Achievement Leadership Team (SALT)	5000-5999: Services And Other Operating Expenditures	District Funded	0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1.3 Intervention	ongoing	*Teachers *Principals *Educational Services Department	*RTI	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	62,957.00
				1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	46,418.00
			*Tier 3 Interventions	5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	1,250.00
			*Planning Time	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	2,000.00
			*Materials and Support for Integrated and Designated interventions and enrichment			2,500.00
		*After School Tutoring	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	7,307.00	
1.4 English Language Development	ongoing	*Teachers *Principals *Educational Services Department	*Professional Development	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	0
			*Redesignation	5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	1,500.00
			*Materials and Support for Integrated and Designated ELD	4000-4999: Books And Supplies	LCFF - Supplemental	750.00
			*Planning Time	1000-1999: Certificated Personnel Salaries	LCFF	1,040.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1.5 Technology	Ongoing	*Teachers *Principals *Educational Services Department	*Tech TOSA Support	1000-1999: Certificated Personnel Salaries	District Funded	0
1.6 Physical Education	Ongoing	*Teachers *Principals *Educational Services Department	Monitor PE minutes through observation, lesson plans, and collection of PE minutes verification forms	5000-5999: Services And Other Operating Expenditures	District Funded	0

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: Conditions for Learning
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:
Data to be used to firm this goal will be the following: 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
Findings from the Analysis of this Data:

How the School will Evaluate the Progress of this Goal:

The progress of this school will be evaluated by the following:

1. SSC/ELAC Meetings
2. Facilities Inspection by the district's Maintenance and Facilities Director, Assistant Superintendent of Business, Principal etc.
3. Parent and Staff Surveys

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
2.1 *Basic Supplies and Services	ongoing	*Teachers *Principals *Facilities and Maintenance Department *Business Department	Office Depot open PO	5000-5999: Services And Other Operating Expenditures	General Fund	13153
2.2 *Monitoring Facilities	ongoing	*Teachers *Principals *Facilities and Maintenance Department *Business Department	*Administrator facility walk-through	5000-5999: Services And Other Operating Expenditures	District Funded	0

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: Stakeholder Engagement
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:

Data to be used to firm this goal will be the following:

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

Findings from the Analysis of this Data:**How the School will Evaluate the Progress of this Goal:**

Lakeland will evaluate the progress of this goal by the results of the following:

1. SSC/ELAC Meetings
3. Staff Meetings
4. Parent Surveys

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
3.1 *Parent Engagement	ongoing	*Principal *School Staff *School Counselor	*Analysis of parent satisfaction and engagement surveys	5900: Communications	LCFF - Supplemental	460.00
			*List site based event/activities	5900: Communications	LCFF - Supplemental	1,000.00
					Title I Part A: Allocation	600.
3.2 Student Connectedness	ongoing	*Principal *School Staff *School Counselor	*Counselor Support	1000-1999: Certificated Personnel Salaries	District Funded	
			*List site based plans	5900: Communications	LCFF - Supplemental	250.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
3.3 Attendance	ongoing	*Principal *School Staff *School Counselor	*ACT	5800: Professional/Consulting Services And Operating Expenditures	LCFF - Supplemental	1,000.00
			*List site based strategies to improve attendance	5900: Communications	LCFF - Supplemental	2,170.46

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: Stakeholder Engagement
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:
Data to be used to form this goal will be the following: 1. Suspension Rate 2. Expulsion Rate 3. Student School Safety Survey Rates (Grades 5) 4. Parent Safety Survey Rate
Findings from the Analysis of this Data:

How the School will Evaluate the Progress of this Goal:

School will be evaluated on the progress of this goal by the following:

1. SSC/ELAC Meetings
2. Parent and Student Survey Results
3. Staff Meetings

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
4.1 Student Safety	ongoing	*Principal *Counselor *School Staff *Student Services	*Analysis of HKS	5900: Communications	LCFF	0
			*PBIS	5800: Professional/Consulting Services And Operating Expenditures	LCFF - Supplemental	2,000.00
			*Alternatives to suspension	5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	0
			*Counselors (LLCSD/Turning Point)	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	0
			"No Bully" Program	5800: Professional/Consulting Services And Operating Expenditures	LCFF - Supplemental	0

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:
SCHOOL GOAL #5:
Data Used to Form this Goal:
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

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"> 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

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 2000-2999: Classified Personnel Salaries 3000-3999: Employee Benefits 5000-5999: Services And Other Operating Expenditures	LCFF - Base LCFF - Base LCFF - Base LCFF - Base	17,236,491. 4,426,994. 8,448,844.
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 5000-5999: Services And Other Operating Expenditures	General Fund General Fund	396,551. 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	0.00
General Fund	13,153.00
LCFF	1,040.00
LCFF - Supplemental	85,434.46
Title I Part A: Allocation	47,018.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	120,762.00
2000-2999: Classified Personnel Salaries	0.00
4000-4999: Books And Supplies	2,500.00
5000-5999: Services And Other Operating Expenditures	15,903.00
5800: Professional/Consulting Services And Operating	3,000.00
5900: Communications	3,880.46

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
1000-1999: Certificated Personnel Salaries		0.00
1000-1999: Certificated Personnel Salaries	District Funded	0.00
2000-2999: Classified Personnel Salaries	District Funded	0.00
5000-5999: Services And Other Operating	District Funded	0.00
5000-5999: Services And Other Operating	General Fund	13,153.00
1000-1999: Certificated Personnel Salaries	LCFF	1,040.00
5900: Communications	LCFF	0.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	73,304.00
4000-4999: Books And Supplies	LCFF - Supplemental	2,500.00
5000-5999: Services And Other Operating	LCFF - Supplemental	2,750.00
5800: Professional/Consulting Services And	LCFF - Supplemental	3,000.00
5900: Communications	LCFF - Supplemental	3,880.46
	Title I Part A: Allocation	600.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	46,418.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	126,012.00
Goal 2	13,153.00
Goal 3	5,480.46
Goal 4	2,000.00

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
Georgette Baltierrez	X				
Elizabeth Torres		X			
Laurey Garcia		X			
Gicela Segura		X			
Teresa Fonseca			X		
Elizabeth Avila				X	
Jeanette Vega				X	
Maria Olaque				X	
Amparo Guerrero				X	
Gricelda Ruiz				X	
Numbers of members of each category:	1	3	1	5	

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:

Georgette Baltierrez

Typed Name of School Principal

Signature of School Principal

Date

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date