

The Single Plan for Student Achievement

School: Lakeview Elementary School
CDS Code: 19647176015077
District: Little Lake City School District
Principal: Lauren Hernandez
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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 .

Table of Contents

School Vision and Mission	3
School Profile.....	3
Comprehensive Needs Assessment Components	4
Data Analysis	4
Surveys	4
Classroom Observations.....	5
Analysis of Current Instructional Program	5
Description of Barriers and Related School Goals	8
School and Student Performance Data	9
CAASPP Results (All Students)	9
CELDT (Annual Assessment) Results.....	13
CELDT (All Assessment) Results.....	14
Planned Improvements in Student Performance	15
School Goal #1.....	15
School Goal #2.....	23
School Goal #3.....	26
School Goal #4.....	31
School Goal #5.....	35
Centralized Services for Planned Improvements in Student Performance	36
Centralized Service Goal #1	36
Centralized Service Goal #2.....	43
Centralized Service Goal #3.....	45
Centralized Service Goal #4.....	47
Centralized Service Goal #5.....	48
Summary of Expenditures in this Plan.....	49
Total Allocations and Expenditures by Funding Source	49
Total Expenditures by Object Type.....	50
Total Expenditures by Object Type and Funding Source.....	51
Total Expenditures by Goal	52
School Site Council Membership.....	53
Recommendations and Assurances.....	54

School Vision and Mission

Lakeview Elementary School's Vision and Mission Statements

School Mission

We at Lakeview Elementary School, in partnership with home and community:

Provide a safe, supportive, and purposeful learning environment.

Focus on student learning through the use of best instructional practices.

Develop the skills necessary for students to succeed in a global environment.

School Vision

Lakeview Elementary School will develop lifelong learners who are confident, respectful, and contributing members of society.

School Belief Statements

We believe as teachers that we must both individually and collectively reflect on our craft and continually seek new best practices.

We believe that each child is an individual with strengths and unique learning styles.

We believe that each child has the right to be respected in an appropriate educational environment.

We believe in guiding students to think independently and to be active participants in their learning.

We believe that as a community we must support each child and work together to strengthen and ensure their success through their academic life.

School Profile

Nestled in a peaceful Los Angeles suburb, Lakeview Elementary, home of the Lions, is the pride of its neighborhood. Located at 11500 Joslin Street in the city of Santa Fe Springs, the facility is comprised of twenty-four classrooms, a multi-purpose room, a library, and a computer lab. Lakeview Elementary has had a recent infusion of technology with five computers in each transitional kindergarten, kindergarten, and first grade classroom and a mobile lab in each second through fifth classroom. With over 550 students in grades TK-5 the school sits at the hub of a tightly knit community where school staff, parents, and community leaders work hand in hand to provide a safe, nurturing, learning environment.

Recognized as a former California Distinguished School by the California Department of Education, a California Business for Education Excellence Honor Roll School (2015, 2016, 2017), a Title 1 Academic Achievement School (2016), and a California Gold Ribbon School (2016), Lakeview focuses on high academic achievement for all students. Teachers provide purposeful and strategic instruction using the California State Standards and district pacing guides. There is a shared commitment to consistently implement

best practices and research based strategies.

As a Professional Learning Community (PLC), teachers work in collaborative teams to analyze data, modify instruction, and provide intervention as needed to ensure student success. Students at Lakeview Elementary are motivated and encouraged to think critically, communicate effectively, and be active participants in successfully achieving their academic and personal growth goals to become lifelong learners.

The collaboration around the single plan for school achievement (SPSA) is the driving force behind the daily instructional program and critical for student success. The SPSA is developed and updated annually by various stakeholders and approved by the school site council (SSC). Certificated staff, classified staff, the English Language Advisory Committee (ELAC), and SSC all have input into the plan. The process begins with an annual comprehensive needs assessments. A variety of data is shared and analyzed including academic indicators obtained from CAASPP, district benchmarks, local assessments, and CELDT. Feedback from all stakeholders obtained through the LCAP Survey, the Healthy Kids Survey, the Parent Satisfaction Survey, and the Parent Engagement Survey is reviewed and evaluated. In addition, teachers continuously evaluate student work, share academic data, and make commitments to meet the needs of students during data reflection sessions (DRS). Each year this summative data is shared with each stakeholder group to assist in determining Lakeview's strengths and areas of need, resulting in the update of the annual school plan. Each SSC meeting (9/27/16, 1/12/17, 3/16/17, 5/9/17, 6/6/17), as well as our monthly certificated staff meetings, includes a review of current data to ensure that the needs of all students are met as designed in our school plan.

At Lakeview we foster a partnership of school, home, and community through ongoing communication and community events. Our supportive Parent Teacher Organization (PTO) works closely with the school to provide funds and programs which enrich the school experience for our students. To further extend their academic programs, students participate in programs such as Meet the Masters, as well as classes in art, music, and physical education.

Our most recent LLCSD Parent Satisfaction Survey stated that 98% of Lakeview parents were satisfied with their child's school. The Lakeview community is dedicated to creating a learning environment that supports high expectations for student achievement and behavior. We believe that all students can achieve at high levels. Our passion for successful student achievement and our focus on collaboration and community are elements that define Lakeview Elementary School and make it an outstanding place for all.

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 are completed yearly by parents of first and fourth grade students. During the 2016-2017 school year, Lakeview parents completed a Parent Satisfaction Survey with a return rate of 89%. The survey indicated that 99% of parents are satisfied overall with Lakeview Elementary School. Over 96% of parents agreed that they are pleased with the progress their child is making toward meeting state standards, that they are adequately informed about their child's learning progress, and that there is good school-parent communication. Furthermore, over 98% of parents agreed that the school-wide discipline policy is effective, that the school provides a safe environment for students, and they are adequately informed about their child's learning progress.

The Healthy Kids Survey is completed annually by fifth grade students. In the 2016-2017 school year, 89% of students indicated that they felt connected to school and 90% of students indicated that they felt safe at school. Over 95% of students agreed that they felt proud to belong to their school, that teachers told them when they did a good job, and they there were happy to be at school. In addition, over 90% of students agreed that they felt close to people at school, that teachers treated students fairly, and that teachers cared about them.

Classroom Observations

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

Classrooms are monitored by the formal evaluation process. Tenured teachers are evaluated every other year and probationary teachers are evaluated annually. During an evaluation year, formal observations lasting an entire class period are conducted at least twice a year in ELA and mathematics. Informal observations or walk-throughs are also part of the school culture and are part of the everyday routine of the site administrator. The site administrator sets a goal to visit every classroom weekly for at least five to ten minutes. During these observations, the site administrator often has a set purpose or “look fors” whether it be checking for understanding, content area focus (ELA/Math/Science/ELD), RTI visit, strategy focus (math talks, close reading), an agreed upon school/district data point, or a grade-level strategy agreement. These observations provide data to support further professional development by site and grade-level. They also support the data reflection session (DRS) process as teachers agree on effective strategies to try which are then observed by the site administrator.

During the 2016-2017 school year, the primary focus of classroom observations were math talks. By May 2017, observations indicated that 100% of teachers were providing students with opportunities to orally explain their thinking in the area of mathematics. Using a district created rubric to measure the levels of rigor in math talks, it was observed at a low level in 10% of classrooms, at a medium level in 65% of classrooms, and at high levels in 25% of classrooms.

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)

Through the Data Reflection Session (DRS) process, teachers meet in Professional Learning Communities (PLCs) bi-weekly to analyze student assessment data, monitor student and subgroup progress, and modify both classroom instruction and Response to Intervention (RtI) groupings and areas of focus. Teachers and site administrators analyze available state assessments such as the CAASPP SBAC, CAST, and CAA as well as the CELDT to identify students who need additional support through intervention and to assist with initial groupings in both ELD and RtI for English-Language Arts and mathematics. The Developmental Reading Assessment (DRA) is used in grades TK through three and the Basic Reading Inventory (BRI) is used in grades four and five to measure basic literacy skills and reading fluency four times a year. These reading levels are referred to when placing students in RtI for English-Language Arts as well as when creating instructional groups for guided reading and book clubs. District wide benchmark assessments in ELA, math, and ELD are administered several times throughout the year. These provide summative data to gauge students' progress. In addition, district wide common assessments are administered several times throughout the year. These summative assessments allow the site administrator and teachers to gauge students' progress, determine necessary interventions, and plan instruction.

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

Data derived from curriculum-embedded formative assessments and progress monitoring assessments are utilized individually by teachers as well as by grade-level teams during DRS to monitor student progress, diagnose areas of need, modify instruction accordingly, and plan intervention. Assessments are aligned to the pacing guide with sites determining which assessments are given and by when. Data is entered into Illuminate or Edulastic creating a compilation of scores to monitor and determine areas of growth and need.

Staffing and Professional Development

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

All Lakeview Elementary School teachers meet current “highly qualified” standards set forth at both the state and federal levels.

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

All teachers have the appropriate credentials for their current teaching assignment. Professional development opportunities are offered by both the District and school site. All teachers have three days of professional Development district-wide, in addition to several ongoing district trainings in various content areas. Teachers also have access to site professional development funded through LCAP 2. Training for teachers during staff meetings and DRS is ongoing and provides in-depth practice and reflection. Teachers are encouraged to attend any and all relevant training opportunities.

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

LLCSD offers staff development specifically aligned to address the California State Standards. In 2016-2017, data indicated that a focus should be placed in the area of mathematics. Teachers attended three days of professional development with Math Solutions. In addition, several Lakeview teachers attended the California Mathematics Conference and participated in site-based professional development based on the book, *Mathematical Mindsets*. District staff development this year focuses on implementing the Next Generation Science Standards (NGSS). Lakeview teachers will also participate in site-based professional development focused on Close and Critical Reading. All staff development is aligned with improving delivery of our state adopted standards.

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

Professional collaboration through DRS, principal observation and support, and Instructional Coaches all support classroom teachers. During DRS, teachers work together in PLCs in order to share best practices and design and support interventions. The special education team consisting of the RSP and SDC teachers participate in DRS to provide support and strategies to teachers working with students with intensive learning needs. Principals provide support through the formal observation process as well as through site professional development. Teachers also have access to Instructional Coaches in the area of mathematics and technology. The coaches provide training, as well as work with grade level teams and individual teachers.

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

Teacher collaboration by grade level occurs formally in two ways. Students are dismissed one hour early every Wednesday, with two Wednesdays per month dedicated to grade level collaboration. This setting is used for lesson planning, creating assessments, scoring rubric-based writing assessments, and monitoring and evaluating student data. In addition, teachers use the DRS process which is ninety minutes bi-weekly to meet with grade alike colleagues. The primary focus of this Professional Learning Community is analyzing student data to modify instruction and collaborating on next steps based on data.

Teaching and Learning

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

Students at Lakeview Elementary School are engaged in a rigorous curriculum that is aligned with the California State Standards (Common Core) for English-Language Arts and mathematics and the California State Standards for social studies, fine arts, and physical education as evidenced by our pacing guides. We are currently in the beginning implementation process of the Next Generation Science Standards and new California ELD standards. Materials used are SBE-adopted and are in line with standards.

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

Lakeview Elementary teachers adhere to the recommended instructional minutes of two hours for reading/language arts and one hour for mathematics. The reading/language arts block includes our signature CELL/ExLL elements including guided reading, shared reading, independent reading, and reading intervention. These blocks are built into teacher's daily schedules.

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

Grade level pacing guides and the school's master schedule allow for several intervention courses to take place throughout the school day. Response to Intervention in reading/English-Language Arts takes place four days a week for grades K-2. Students in grades 3-5 receive two days of English-Language Arts RtI and two days of mathematics RtI. All students participate in intervention groups ranging from intensive to enrichment. In addition, Tier 3 Intervention occurs three days a week for our most struggling learners.

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

Standards-based instructional materials are available to all students in both general education and special education classes. Supplemental and intervention materials used for RtI support are research based and align with standards and District strategies.

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)

SBE-adopted and standards-based instructional materials are used for instruction in the areas of English-Language Arts, mathematics, science and social studies. Supplemental and intervention materials used for RtI support are research based and align with standards and District strategies.

Opportunity and Equal Educational Access

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

Services that enable underperforming students to meet grade level standards include Response to Intervention as part of the daily English-Language Arts block, in addition to Intensive Tier 3 Intervention.

14. Research-based educational practices to raise student achievement

At Lakeview Elementary School our daily instruction is grounded in research-based educational practices. At the core of our English-Language Arts instruction is our CELL/ExLL program, a research-based comprehensive early literacy learning framework. In the area of mathematics, all teachers utilizes math talks and number talks as part of their instructional practices.

Parental Involvement

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

Several resources are available to our school families. Think Together and Stone Soup provide after school care and assistance. Lakeview Elementary School offers an after school tutoring program to under-achieving students in grades 1-5. In addition, the District has two Family Liaisons that provide a wide variety of services to both students and their families.

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)

Lakeview Elementary School has a School Site Council and the District has various committees, including DAC/DELAC and an LCAP Committee comprised of administrators, teachers, classified staff, and parents. All groups are consulted and assist in the planning, implementation, and evaluation of programs.

Funding

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

Title I and LCAP funds are used to provide support to underperforming students. These funds provide intervention teachers for the Response to Intervention Program and Tier 3 Intensive Intervention. They also provide increased RSP support from a full-time teacher, school counselor, math and science coaches, access to technology, and after school tutoring.

18. Fiscal support (EPC)

See budget report.

Description of Barriers and Related School Goals

Despite growth in each grade level, Lakeview was below the District average in English-Language Arts. There was limited growth in reading, writing, and listening claims, particularly in grades 4 and 5.

Lakeview will implement a consistent, balanced literacy program to ensure that all students meet California Standards and District literacy benchmarks. Action steps include: a focus on guided reading including a review and monthly monitoring, three ELA planning days for grades 3-5, a focus on non-fiction text, and strengthening the RtI process with more timely and strategic intervention.

The achievement gap increased for students with disabilities in both ELA and math.

Lakeview Elementary School will provide each student with disabilities an individualized program designed to meet the student's needs as an exceptional learner and provide access to the general education curriculum and extra-curricular activities to the maximum extent possible with assistive supports. Action steps include: updating the SDC-LH pacing guides to create a modified version of grade level pacing guides, creating modified summative assessments and PMAs for SDC-LH students, looking for appropriate mainstreaming opportunities to provide additional access to grade level curriculum, and increasing RSP teacher participation in DRS.

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	88	107	90	88	105	89	88	105	89	100.0	98.1	98.9
Grade 4	84	95	116	83	92	116	82	92	116	98.8	96.8	100
Grade 5	102	84	101	99	84	100	99	84	100	97.1	100	99
All Grades	274	286	307	270	281	305	269	281	305	98.5	98.3	99.3

* 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	2415.9	2442.1	2422.2	22	26	23.60	18	30	21.35	30	31	25.84	31	13	29.21
Grade 4	2461.5	2464.0	2477.5	18	26	31.90	24	18	25.86	29	28	21.55	28	27	20.69
Grade 5	2494.1	2503.4	2500.5	12	14	19.00	34	36	31.00	27	24	27.00	26	26	23.00
All Grades	N/A	N/A	N/A	17	22	25.25	26	28	26.23	29	28	24.59	28	22	23.93

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	19	17.98	45	56	47.19	30	25	34.83	
Grade 4	23	21	24.14	51	51	52.59	26	28	23.28	
Grade 5	18	21	21.00	53	48	48.00	29	31	31.00	
All Grades	22	20	21.31	50	52	49.51	28	28	29.18	

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	23	30	28.09	43	55	44.94	34	14	26.97
Grade 4	18	22	22.41	56	52	56.03	26	26	21.55
Grade 5	17	17	25.00	58	54	50.00	25	30	25.00
All Grades	19	23	24.92	52	54	50.82	28	23	24.26

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	11	21	16.85	74	71	67.42	15	8	15.73
Grade 4	17	16	19.13	65	72	60.87	18	12	20.00
Grade 5	19	12	21.00	61	73	63.00	20	15	16.00
All Grades	16	17	19.08	66	72	63.49	18	11	17.43

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	16	29	25.84	61	56	55.06	23	15	19.10
Grade 4	10	30	34.78	67	50	52.17	23	20	13.04
Grade 5	26	31	25.00	56	52	53.00	18	17	22.00
All Grades	18	30	28.95	61	53	53.29	21	17	17.76

Conclusions based on this data:

1. There was a slight increase overall in the area of English-Language Arts.
2. There was a decrease in the writing claim which should become an area of focus across grade levels.
3. There needs to be a focus placed on 3rd grade English-Language Arts to determine why they had a significant decrease overall.

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	88	107	89	88	105	89	88	105	89	100.0	98.1	100
Grade 4	84	95	115	82	91	115	82	91	115	97.6	95.8	100
Grade 5	102	84	101	99	84	100	99	84	100	97.1	100	99
All Grades	274	286	305	269	280	304	269	280	304	98.2	97.9	99.7

* 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 3	2411.0	2437.9	2439.9	7	14	24.72	27	44	24.72	39	24	33.71	27	18	16.85
Grade 4	2447.0	2479.3	2483.9	9	16	19.13	18	27	33.04	46	38	29.57	27	18	18.26
Grade 5	2461.7	2512.8	2516.0	4	20	27.00	13	25	20.00	35	30	26.00	47	25	27.00
All Grades	N/A	N/A	N/A	6	17	23.36	19	33	26.32	40	30	29.61	35	20	20.72

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	16	32	35.96	48	47	38.20	36	21	25.84	
Grade 4	11	27	35.65	34	36	37.39	55	36	26.96	
Grade 5	8	31	30.00	32	37	33.00	60	32	37.00	
All Grades	12	30	33.88	38	40	36.18	51	29	29.93	

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	10	21	23.60	49	51	56.18	41	28	20.22
Grade 4	11	19	21.74	48	47	45.22	41	34	33.04
Grade 5	6	18	24.00	37	48	46.00	57	35	30.00
All Grades	9	19	23.03	44	49	48.68	47	32	28.29

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	20	30	32.58	51	58	46.07	28	11	21.35
Grade 4	13	30	28.70	49	40	50.43	38	31	20.87
Grade 5	2	25	29.00	53	55	44.00	45	20	27.00
All Grades	12	29	29.93	51	51	47.04	38	20	23.03

Conclusions based on this data:

1. A significant increase occurred from the 2014-2015 school year to the 2015-2016 school year. The mathematics data for 2016-2017 school year remained static from the previous year, seeing neither a growth or decline overall.
2. There was growth overall in each of the three math claims (concepts and procedures, problem solving/data analysis, communicating reasoning).
3. The number of students exceeding the standards in the area of mathematics has increased every year.

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				***		***	***				***				
1	9	9	30	64	55	50	27	9	20		27				
2	9	36		55	36	14	9	18	57	18		29	9	9	
3	7	8		36	25		57	50	80					17	20
4	18	14	8	36	64	54	36	14	23			8	9	7	8
5	13	9	38	50	73	50	25	9		13	9				13
Total	11	15	16	47	50	41	33	20	30	5	8	7	4	7	7

Conclusions based on this data:

1. When following cohort data, it is evident that students are increasing CELDT levels from year to year.
2. When examining the data, it should be noted that most of our Beginning and Early Intermediate students in grades 4 and 5 are part of the SDC (Special Day Class) Special Education population.
3. The majority of Lakeview's ELD students are in the Intermediate to Early Advanced levels which should drive our ELD instruction.

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				43	17	8	36	33	42	7	42	25	14	8	25
1	9	9	27	64	55	55	27	9	18		27				
2	8	36		50	36	14	17	18	57	17		29	8	9	
3	7	8		36	25		57	50	80					17	20
4	18	14	8	36	64	54	36	14	23			8	9	7	8
5	13	9	38	50	73	50	25	9		13	9				13
Total	9	13	13	46	45	34	34	23	32	6	13	11	6	7	11

Conclusions based on this data:

1. At Lakeview, very few incoming kindergarten students are at the Beginning level.
2. The majority of Lakeview kindergarten students are initially tested at the Early Intermediate and Intermediate level.
3. With a wide range of kindergarten students from Beginning to Early Advanced, kindergarten ELD instruction needs to be differentiated to meet the needs of all 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:

1. Smarter Balanced Assessments in ELA and mathematics in grades 3-5
2. District Assessments in ELA and Math in grades K-2
3. CAST Assessment in grade 5
4. Percentage of ELs making progress in learning English based on the CELDT (AMAO 1) and percentage of ELs attaining the English Proficiency Level on the CELDT (AMAO 2)
5. Redesignation rates for ELs
6. Student Performance Indicator (Dashboard)
7. Physical Fitness Tests in grade 5

Findings from the Analysis of this Data:

The findings of the data analysis conclude that there remains a need to increase student achievement in both ELA and mathematics. Smarter Balanced data indicated a decline in grade 3 data in both ELA and mathematics. School data revealed that ELA data was weaker than mathematics data indicating that ELA should be an overall area of focus. The CAST was given as a Field Test with data not made available this year. Lakeview met its goals under AMAO 1 and AMAO 2 and redesignated 12 students this year.

How the School will Evaluate the Progress of this Goal:

The instructional program and the data listed above will be monitored and evaluated by the site administrator, teachers through staff meetings and data reflection sessions, and community stakeholders through School Site Council on an ongoing basis throughout the school year.

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

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1.1 All teachers will adhere to District pacing guides that reflect the California Standards across the curriculum and work collaboratively to plan and modify instructional units in the areas of ELA, math, science, and history.	August 2017 - June 2018	Principal Teachers	Teachers will be provided with planning time to create standards-based lessons, share instructional strategies, and create PMAs (Progress Monitoring Assessments).	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	
			Supplemental materials and supplies will be purchased to support implementation of the California State Standards.	4000-4999: Books And Supplies	LCFF - Supplemental	18677.00
			<ul style="list-style-type: none"> • Scholastic News • Science/Social Studies Weekly • Reading A-Z licenses • Materials as needed • Science Materials 			
			Data Reflection Sessions will occur bi-weekly to analyze data and identify student need as well as to discuss student achievement, classwork, level of rigor, and to plan for upcoming units and assessments	None Specified	District Funded	
			Substitutes will be hired to facilitate the Arts for All program to provide bi-weekly art, music, and physical education instruction for students while classroom teachers engage in DRS.	None Specified	District Funded	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1.2 All teachers will utilize research-based strategies with a focus on CELL/ExLL and Closed/Critical Reading in ELA, Math Talks/Number Talks in mathematics, and the implementation of the Crosscutting Concepts in science. Professional Development will be provided as needed in ELA, math and science.	August 2017 - June 2018	Principal Teachers	Professional Development materials will be purchased as needed.	4000-4999: Books And Supplies	LCFF - Supplemental	1,000
			<ul style="list-style-type: none"> Resources/Literature 			
			Teachers will have an opportunity for professional development via conferences and workshops.	5800: Professional/Consulting Services And Operating Expenditures	LCFF - Supplemental	9,000
			<ul style="list-style-type: none"> Conferences (CMC Math) UCLA Science 			
			Professional Development will take place at the site and District level.	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	5,135
			<ul style="list-style-type: none"> Math Coaches/Math Lead Learning Inquiry Teams Teacher Planning Time 			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1.3 A system of intervention will be fully implemented to ensure that we respond to student learning in a systemic, timely, and directive manner.	August 2017 - June 2018	Principal Teachers SpEd Teachers Interventionists	Interventionists will be hired to support RtI groups 4 days per week. Grades 1-3 will receive RtI in ELA and grades 4-5 will receive RtI in ELA and math.	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	78696
				1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	58023.
			A general education Summer School program will be offered to provide academic support for students, specifically ELs.	None Specified	District Funded	
			SST team will meet to monitor and review student progress.	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	
			Interventionists will be hired to provide Tier 3 Intervention support under the direction of the RSP teacher.	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	4000.
			Special education staff will collaborate will all grade level teachers to review goals and services at the beginning of the school year.	None Specified	None Specified	
			Support staff will be hired to provide consistent before/after school tutoring for targeted students, with a focus on English Learners	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	8452.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1.4 We will strengthen our instructional practices targeting English Learners through the implementation of daily, systematic Designated and Integrated ELD. Research based strategies (think-write-pair share, sentence frames) with a focus on Language Functions will be implemented across the curriculum.	August 2017 - June 2018	Principal EL Coordinator Teachers	Professional Development will be provided to all teachers.	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	
			<ul style="list-style-type: none"> • New ELD Standards/Shadowing • Teacher planning time • Site training by EL Coordinator as needed 			
			Teachers will incorporate the ELD Language Functions into their daily instruction using the ELA Pacing Guide.	None Specified	None Specified	
			English Learner progress will be monitored and recommendations for redesignation will be made according to district-set criteria.	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	
			Instructional materials will be purchased to support Designated and Integrated ELD.	4000-4999: Books And Supplies	LCFF - Supplemental	
Site EL Coordinator will attend District meetings and assist in monitoring EL students and guiding the ELD program.	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1.5 Technology will be used to support student learning in all curricular areas and enhance the instructional program.	August 2017 - June 2018	Principal Teachers Technology TOSA	Support will be provided on an ongoing basis for technology, software, and tech supplies.	4000-4999: Books And Supplies	District Funded	
			Technology TOSAs will provide professional development and modeling for classroom teachers.	1000-1999: Certificated Personnel Salaries	District Funded	
			Technology TOSAs will provide bi-weekly technology-based instructions to students.	1000-1999: Certificated Personnel Salaries	District Funded	
			Tech Services will support on-campus computer support and repair.	1000-1999: Certificated Personnel Salaries	District Funded	
1.6 Physical education lessons and strategies will be implemented for 200 minutes every ten days in grades TK-5 to increase students' level of physical fitness.	August 2017 - June 2018	Principal Teachers PE Teachers	Staff will provide 200 minutes of physical education every ten days as documented by	None Specified	None Specified	
			<ul style="list-style-type: none"> • CAL200 teacher documentation • Lesson plans • CAL200 principal data 			
			Itinerant Physical Education Teachers will provide standards-based PE instruction to students on a bi-weekly basis.	1000-1999: Certificated Personnel Salaries	District Funded	

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:
1. Data from Office of School Construction Facilities Tool (FIT) 2. SARC and Personnel Data of Highly Qualified Teachers 3. Williams Compliance Document 4. IEP transportation agreements 5. Site Budgets
Findings from the Analysis of this Data:
The findings from the analysis of the data conclude that Lakeview Elementary School provides appropriate conditions for learning. The FIT tool reported that our facilities are in good condition and our SARC indicates that all of our classroom teachers have met the criteria to be considered "highly qualified." In addition, teacher completed Williams Compliance Documents show that all students have access to adopted materials. Per IEP review, students have access to transportation based on their programs and services. Finally, site budgets and informal observations show that basic supplies and materials are ordered and available for student use.

How the School will Evaluate the Progress of this Goal:

The conditions needed for learning to take place, including the data listed above, will be monitored and evaluation by the site administrator, Director of Facilities and Maintenance, Assistant Superintendents of Personnel Services, Educational Services, and Business Services, along with community stakeholders through School Site Council on an ongoing basis throughout the year.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
2.1 The school provides a safe, clean, well-maintained and orderly learning environment that nurtures students and allow for continuous school improvement.	August 2017- June 2018	Principal Director of Maintenance and Facilities Assistant Superintendent of Business Services	Overall maintenance and upkeep of school facilities.	None Specified	District Funded	
2.2 Students will learn from a highly qualified teacher.	August 2017-June 2018	Principal Assistant Superintendent of Personnel Services	Hire and retain highly qualified teachers.	1000-1999: Certificated Personnel Salaries	District Funded	
2.3 The school complies with the Williams requirements ensuring that all students have full access to standards-aligned instructional materials.	August 2017-June 2018	Principal Assistant Superintendent of Educational Services Instructional Materials Specialist Library Media Specialist	Purchase of adopted materials, books, and supplemental materials.	4000-4999: Books And Supplies	District Funded	
2.4 Students on a IEP will have access to District transportation based on their services and program.	August 2017-June 2018	Principal Director of Special Education and Pupil Services	Provide transportation for students in Special Education programs based on services.	None Specified	District Funded	
2.5 All students will have access to the basic supplies and services needed to support their learning.	August 2017-June 2018	Principal Assistant Superintendent of Business Services	Purchase basic supplies and materials for daily operations.	0001-0999: Unrestricted: Locally Defined	Unrestricted	22413.00

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:
<ol style="list-style-type: none">1. Parent Survey Response Rate2. Parent Satisfaction Survey Rate3. Parent Engagement Rate (District and Site SMART Goals)4. Healthy Kids Survey - Student School Connectedness Rate (Grades 5)5. Attendance Rate6. Chronic Absenteeism Rate7. Middle School Dropout Rate

Findings from the Analysis of this Data:

The findings from the analysis of the data indicate areas of success and areas that need improvement. The attendance goal of 97% was missed slightly at 96.6%. The annual Healthy Kids Survey given to 5th grade students indicated that 89% of students feel connected to school. The 2016-2017 parent survey indicated that 98.83% of parents were satisfied overall with their child's school. Response rates on parent surveys were high with 88.6% of parents completing the Parent Satisfaction Survey and 82% of parents completing the Parent Engagement Survey. These findings show positive data overall, with room to grow in the areas of student connectedness and attendance.

How the School will Evaluate the Progress of this Goal:

The stakeholder engagement goal will be monitored and evaluated throughout the year by the site administrator, counselor, and PBIS team, along with community stakeholders through School Site Council and PTO. We will utilize the District Surveys (Healthy Kids Survey, Parent Engagement Survey, Parent Satisfaction Survey) to look for improvements and areas of need. In addition, attendance data will be monitored monthly, so that intervention can take place with at-risk students.

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

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>3.1 Strengthen communication with parents and provide resources and opportunities for parents to promote learning in the home and participate in school events.</p> <p>3.1.1 Refine modes of communication to keep parents and school community informed</p> <ul style="list-style-type: none"> • Monthly Newsletter • Class DoJo for All • Blackboard calls and emails • Parent conferences <p>3.1.2 Provide Parent Education Nights</p> <ul style="list-style-type: none"> • Parent Math Education • Family Literacy Night • Kinder Literacy Night • Family Science Night • Kinder Orientation <p>3.1.3 Provide Parent Leadership Opportunities</p> <ul style="list-style-type: none"> • School Site Council • ELAC • PTO <p>3.1.4 Provide positive opportunities for parents to engage in school activities</p> <ul style="list-style-type: none"> • Back to School Night • Trimester Awards • Jog-A-Thon • Fall Festival • Art Night • Holiday Program • Moms and Muffins • Dad and Donuts • FUN Day 	August 2017-June 2018	Principal	<p>Hire staff members to lead parent education nights</p> <ul style="list-style-type: none"> • Parent Math Education • Family Literacy Night • Kinder Literacy Night • Family Science Night • Kinder Orientation <p>Purchase needed supplies for the Parent Education Nights.</p>	<p>1000-1999: Certificated Personnel Salaries</p> <p>4000-4999: Books And Supplies</p> <p>4000-4999: Books And Supplies</p>	<p>LCFF - Supplemental</p> <p>LCFF - Supplemental</p> <p>Title I Part A: Allocation</p>	<p>1490.00</p> <p>1000.00</p> <p>600</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>3.2 Monitor, support, and promote student attendance</p> <p>3.2.1 Attendance letters will be generated at the District Office and school site.</p> <p>3.2.2 Provide Attendance Awards, prizes, and incentives</p> <ul style="list-style-type: none"> • Trimester Awards • Classroom Trophies • Monthly Tags 	August 2017-June 2018	Principal Elementary Attendance Clerk	Purchase Attendance Awards <ul style="list-style-type: none"> • Trimester Awards • Classroom Trophies • Monthly Tags • Prizes 	4000-4999: Books And Supplies	Donations	1498.89
<p>3.3 Provide programs and activities, in addition to building teacher-student relationships, to increase students' levels of school connectedness.</p> <p>3.3.1 Create opportunities for school connectedness and motivation</p> <ul style="list-style-type: none"> • Extra-Curricular Activities • Assemblies • Equipment 	August 2017-June 2018	Principal School Counselor	Hire staff to organize and run activities <ul style="list-style-type: none"> • Extra-Curricular Activities • Assemblies • After School Clubs Purchase needed materials for extra activities <ul style="list-style-type: none"> • Extra-curricular activities • Assemblies • Recess/Play Equipment 	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	1000
<p>3.4 Utilize Elementary School Counselor to provide counseling and support to foster the educational, emotional, and social development of students</p>	August 2017-June 2018	Counselor Principal	School Counselor will be hired to address social/emotional needs of students.	4000-4999: Books And Supplies	LCFF - Supplemental	2000
				1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	

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: School Climate
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:
1. Suspension Rate 2. Expulsion Rate 3. Student School Safety Survey Rates (Grades 5 and 7) 4. Parent Safety Survey Rate
Findings from the Analysis of this Data:
The findings from the analysis of the data show that there was a 0% suspension and expulsion rate during the 2016-2017 school year. In addition, the annual Healthy Kids Survey given to 5th grade students indicated that 90% of students feel safe at school. The 2016-2017 parent survey indicated that 98.5% of parents believe that the school provides a safe environment for students, and 98.25% of parents feel that the school discipline policy is effective. These findings show positive data overall, with room to grow in the area of student safety.

How the School will Evaluate the Progress of this Goal:

The school climate goal will be monitored and evaluated throughout the year by the site administrator, counselor, and PBIS team, along with community stakeholders through School Site Council. We will utilize the Self Assessment Survey (PBIS) taken by the staff twice during the year to monitor our progress with PBIS implementation and overall effectiveness. In addition, data from the SWIS program, which tracks discipline referrals, will be monitored closely to look for areas of growth and need.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>4.1 School-wide expectations and a proactive student behavior plan will be implemented following the PBIS model to ensure a positive, safe, respectful, learning environment that supports, motivates, and meets the social and emotional needs of all students.</p> <p>4.1.1 Inform parents of the school-wide discipline policy, positive reinforcement system, and expectations.</p> <p>4.1.2 Review and amend the school-wide expectations.</p> <p>4.1.3 Develop and hold PBIS kick-off assemblies and reinforcement assemblies</p> <p>4.1.4 Participate in Year 3 of PBIS training.</p> <p>4.1.5 Implement Lakeview ROAR cards to reinforce positive behavior with additional rewards.</p> <ul style="list-style-type: none"> • Extra Recess • Weekly Raffles • Trimester Games and Prizes <p>4.1.6 Track ODR and SDR (referral) data in the SWIS system. Analyze data and report to all stakeholders.</p>	August 2017-June 2018	Principal School Counselor PBIS Coach PBIS Team	<p>Provide training through LACOE for the PBIS Team, Coach, and Principal.</p> <p>Purchase supplies for PBIS program</p> <p>Purchase student incentives for PBIS program</p>	<p>5000-5999: Services And Other Operating Expenditures</p> <p>4000-4999: Books And Supplies</p> <p>4000-4999: Books And Supplies</p>	<p>District Funded</p> <p>LCFF - Supplemental</p> <p>LCFF - Supplemental</p>	<p></p> <p>500.00</p> <p>2500.00</p>
<p>4.2 Utilize Elementary School Counselor to provide counseling and support to foster the educational, emotional, and social development of students.</p>	August 2017-June 2018	Principal Counselor Director of Special Education	Hire school counselor	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>4.3 Implement the No Bully system as a set of interventions to prevent and stop bullying.</p> <p>4.3.1 Train new staff members in the system and review interventions for responding to bullying with the school staff.</p> <p>4.3.2 Identify Solution Coaches to facilitate needed Solution Teams to address severe or persistent bullying.</p>	August 2017-June 2018	Principal Counselor Solution Coaches	Provide substitutes as necessary so that Solution Coaches can work with Solution Teams.	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	
<p>4.4 Establish community partnerships to assist in addressing students' social and emotional needs.</p> <p>4.4.1 Partner with Turning Point Center to provide support to at-risk students with counseling interns</p> <p>4.4.2 Partner with the SFS Family and Youth Intervention Team and Pacific Clinics to provide support for at-risk students.</p>	August 2017-June 2018	Principal Counselor		None Specified	None Specified	

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"> 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</p> <p>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)
LCFF - Supplemental	54,754.00	-78,696.00
Unrestricted	22413.00	0.00
Donations	1498.89	0.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
Donations	1,498.89
LCFF - Supplemental	133,450.00
Title I Part A: Allocation	58,623.00
Unrestricted	22,413.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
0001-0999: Unrestricted: Locally Defined	22,413.00
1000-1999: Certificated Personnel Salaries	156,796.00
4000-4999: Books And Supplies	27,775.89
5800: Professional/Consulting Services And Operating	9,000.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
4000-4999: Books And Supplies	Donations	1,498.89
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	98,773.00
4000-4999: Books And Supplies	LCFF - Supplemental	25,677.00
5800: Professional/Consulting Services And	LCFF - Supplemental	9,000.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	58,023.00
4000-4999: Books And Supplies	Title I Part A: Allocation	600.00
0001-0999: Unrestricted: Locally Defined	Unrestricted	22,413.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	182,983.00
Goal 2	22,413.00
Goal 3	7,588.89
Goal 4	3,000.00

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
Lauren Hernandez	X				
Julie Dearborn		X			
Lucia Fussell		X			
Dave Zofrea		X			
Terry Hope			X		
Marisol Barrios				X	
David Cienfuegos				X	
Jessica Gonzalez				X	
Marci Quesada				X	
Dominique Gutierrez				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
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 September 27, 2017.

Attested:

Lauren Hernandez		
Typed Name of School Principal	Signature of School Principal	Date

Julie Dearborn		
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date