

School Year: **2021-22**

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Lake Marie Elementary School	19-65037-6022826	April 13, 2021	May 18, 2021

Purpose and Description

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

Schoolwide Program

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

Our Single Plan for Student Achievement is a comprehensive school-wide plan that allocates site funds for programs and resources to meet the needs of all student groups and provide support for families. Lake Marie activities are in alignment with the district LCAP goals.

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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).

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). Every year, all stakeholders (PTA, SSC, ELAC, staff, and the general population) at Lake Marie are surveyed in order to evaluate the efficacy of school practices, programs, and interventions. The results from the analyzed data are used to select future conditions of success. Surveys include staff and student morale, Healthy Kids Survey, as well as survey analysis of documentation such as the SPSA and School Safety Plan. Additionally, stakeholders participate in the District LCAP brainstorming session as well as the LCAP survey.

Classroom Observations

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

Lake Marie currently uses two models for classroom observations which includes formal and informal observations. The administrator follows the SWTA contract in scheduling formal observations. The formal observation consists of a pre-observation conference to discuss the lesson, an observation of a formal lesson, and a post observation conference to provide feedback and next steps.

Teachers are informally observed on a regular basis. These informal observations consist of written feedback. The site administrator observes in classrooms on a regular basis as a means of supporting instruction, ensuring that all components of a balanced curriculum are in place, and that all classrooms are maximizing instructional time. Classroom observation include a focus on the implementation of Common Core State Standards (CCSS) and 21st Century Skills, academic discourse, and clear learning objectives.

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

The principal and teachers will analyze the following assessment pieces (at the local and state levels) using the District multiple measure tools: Renaissance STAR 360 (reading and math), Dibels (reading fluency), Interim Assessment Blocks (IAB's), Chapter or Unit tests for math and Reading Language Arts, ELPAC; and teacher/coach-created formative assessments. These assessments correlates to the State Assessment performance of students (CAASPP testing as of 2019). Data will be analyzed during vertical articulation data meetings, grade-level or PDAR meetings to determine student groupings, establish intervention/enrichment classes and design classroom instruction. (LCAP)

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

Lake Marie staff are able to disaggregate STAR 360 data, Dibels data, and teacher created assessments and use that information to modify their instruction. Small group and one to one instruction are used to enable students to meet mastery of grade level standards. Universal Access block is implemented to ensure the needs of students are met.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All teachers will participate in professional development and planning through district "buy-back" professional development days and early release Mondays as a result of banked minutes. Professional Development training and meetings will consist of: 1) Training and coaching from principal, district coaches or consultants in mathematical strategies (CGI); 2) Thinking Maps Follow-up Training; 3) Technology Training; 4) LACOE Common Core Standards Training; 5) Site instructional visits and walkthroughs; 5) Data meetings and collaboration and 6) other research based best practices to deliver instruction.

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

All teachers at Lake Marie are highly-qualified and appropriately placed according to their credential. District coaches have provided additional professional development using HMH Go Math, HMH Journeys and Benchmark Advance/Adelante. All teachers have received training in ELD standards and strategies, CGI math strategies, GLAD, Write From the Beginning, and Deconstructing of Standards Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA).

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

All school-wide professional development at Lake Marie is aligned to the goals of the SPSA, and district (Board-Adopted Annual Goals) and state/federal performance goals for the CAASPP. All teachers have received training in targeting key and essential standards through the use of high-leverage instructional strategies, bell-to-bell instruction, and successful implementation of core curricula with fidelity to the standards.

Strong emphasis has been placed on Integrated & Designated ELD and strategies, Reading Informational Standards, Math Content Standards and Standards of Mathematical Practices. Staff development has mostly consisted of implementation of CGI, GLAD, and Writing.

Ongoing support for previous areas of training include ELD standards, Thinking Maps, Write From the Beginning, and GLAD Strategies.

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

Lake Marie teachers have received assistance from district coaches and outside consultants. The focus this year has been successful implementation of ELA curriculum and Cognitively Guided Instruction in math. This year, some staff participated in the co-Plan /co-teach lessons with our district instructional coaches. Coaches also offered support with Think Central, district benchmark tests, grade level meetings, and Dynamic Learning (supplemental K literacy program). Teachers will also continue to attend refresher workshops for the effective use of Thinking Maps, Write From the Beginning, and GLAD Strategies.

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

Lake Marie teachers participate in grade-level or PDAR vertical articulation collaboration meetings on site and at the district level with instructional coaches and teacher leaders. (LCAP).

Teaching and Learning

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

All core-adopted curricula are local-adopted, standards-aligned and are aligned to the content standards of the California Frameworks. Instruction and materials are designed and implemented with scheduled target goals of teaching and mastery of essential and key content standards, especially those measured by previous CST performance and those currently aligned to CCSS.

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

All classrooms implement the state-recommended number of daily instructional minutes for reading/language arts and mathematics as follows:

Grade K receives 1 hour of RLA Daily with 1-3 hours added for strategic and intensive instruction as needed; 30 minutes of math with an additional 30 minutes for strategic and intensive instruction as needed.

Grades 1-3 receive 2 hours of RLA with 1-3 hours added for strategic and intensive instruction as needed; 1 hour of math with additional 30-60 minutes for strategic and intensive instruction as needed.

Grades 4-6 receive 2.5 hours of RLA with 1-3 hours added for strategic and intensive instruction as needed; 1 hour of math with additional 30-60 minutes for strategic and intensive instruction as needed.

All Grade levels participate in a daily hour of ELD and receive continued ELD and EL instructional strategies embedded in daily instruction. (LCAP)

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

The teachers of Lake Marie have all received and been trained in the use of the district-wide pacing calendars for Math and Reading Language Arts as posted on the district website. All lessons are taught within the appropriate time-frame for each chapter and unit of study and directly aligned to the essential and key standards targeted by the pacing calendars and grade-level team decisions.

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

As evidenced by the Williams Textbook Inspection, all students have access to local-adopted, standards-aligned materials in Reading Language Arts, ELD, Math, Science and Social Studies. All classrooms have necessary ancillary materials as well as appropriate materials for English Learners, On Grade-Level and Advanced learners in Reading Language Arts. Finally, no student is denied access to school-wide, standards-based initiatives, including the materials and activities outlined in the Arts for All plan, including Meet the Masters (LCAP)

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

All students have access to local-adopted, standards-aligned materials enrichment and intervention materials and texts for Reading Language Arts, ELD and Math as embedded in the programs or as stand alone or ancillary pieces (LCAP).

Opportunity and Equal Educational Access

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

All students performing below proficient on grade-level standards are given access to in-class intervention and daily Universal Access (workshop) to allow them to master standards within their grade level. Classrooms may have access to a peer-tutoring program in conjunction with Graves Middle School for one-to-one tutoring, as available. Additionally, before school/after school tutoring and/or intervention is provided for grades K-6th for students struggling reaching benchmark level in Reading Language Arts and Mathematics.

Evidence-based educational practices to raise student achievement

All Lake Marie Teachers have access to ongoing training in research-based instructional practices that pertain to bell-to-bell instruction focused on streamlined Direct Interactive Instruction geared toward specific content mastery. Lake Marie's teachers are required to use a variety of necessary strategies including posted, stated and measurable learning objectives, accountable student talk (including think-pair-share and think-pair-ink and whisper partners), Cognitive Guided Instruction (CGI), as well as student movement, Total Physical Response (TPR), chanting, written/oral sentence frames, Thinking Maps, use of technology (ranging from Chrome Books, I pads, laptops, ELMOs, LCDs and web based programs (Moby Max, MyOn). All teachers have and will continue to complete follow-up training in Thinking Maps, Direct Interactive Instruction, Think Central, CGI or other areas of focus; as deemed by the school district.

Parental Engagement

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

Lake Marie partners with the Whittier Assistance League to provide dental care & training (research links dental health to academic performance) and assistance with clothing through Operation School Bell. Students are also invited to participate in the Summer Reading Program through the Whittier Public Libraries and the Assistance League. At the school level: Lake Marie provides ongoing reading and math intervention to underperforming students during daily classroom instruction and after-school intervention. There is also a one-to-one tutoring program in which AVID "mentor" students from Graves Middle School tutor and assist Lake Marie students weekly (and in some cases, daily) with reading, basic math skills and academic projects as needed. Arts for All: Students are also served by an Arts for All Committee, including community volunteers who strive to put arts training and experiences into the hands of students, such as concerts and music previews with the Rio Hondo Symphony Orchestra and representatives who visit Lake Marie classrooms to showcase musical instruments and provide music education.

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)

Lake Marie has an active School Site Council (SSC), PTA and Leadership Team who participate in the overall creation of the Single Plan for Student Achievement and all initiatives contained therein. Parent committee members are given access to all information pertaining to the school-wide initiatives, budget, assessment needs and overall school plans. Parents give regular feedback to the principal regarding changes necessary for future SPSA and school-wide initiatives, safety issues, curriculum needs and assessment results. The SSC annually considers whether or not it wishes for Lake Marie to continue participation in the SBCP (which it does at this time) and this decision is reflected in this SPSA.

Funding

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

Categorical funds provide a variety of on site services and opportunities for under-performing students. Services include staff to run the before school and after-school intervention classes including a Reading Bookworm Club, tutoring, and extended computer lab time to work on literacy and numeracy; one library clerk; and a classified RTI aide.

Fiscal support (EPC)

Site categorical budgets:

Title 1: 18, 860.00

LCFF: 8,871.00

, ACES Grant; Lottery Fund for Textbooks and general textbook funds (LCAP).

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Annual Review and update was conducted with school staff on April 2021. An annual review and update was conducted with stakeholders during a School Site Council meeting April 13, 2021.

As part of the planning and parent involvement process for the annual review/update and SPSA, All parent groups took part in the input and recommendation process. These parent groups periodically with the principal. All groups have parent leadership roles through the process of an election or nomination and follow the bylaws established by the team.

School Site Council (SSC)

The school site council is comprised of five parent representatives and five school representatives. All hold a vote in the decision-making goals on the SPSA for the school year. Collectively, the council determines the school goals, budget expenditures, and initiatives for the year as aligned by the SPSA. Members of the SSC give their input, opinion, and guidance to the principal on determining goals for the year. The SPSA is monitored and evaluated on a yearly basis with the SSC through the use of the SPSA evaluation tool.

English Language Advisory Committee (ELAC)

The ELAC serves as an advisory committee. The committee is comprised of the principal, the community liaison, teachers and parent representatives that serve as a chairperson, vice-chair, secretary, and representative to the District ELAC. ALL SPSA information is shared with parents that attend the ELAC. Once the information is shared, all attendees give input, opinion, and guidance to the principal on determining goals for the year. Collectively, the committee reviews the school goals, budget expenditures, and initiatives for the year as aligned by the SPSA.

Resource Inequities

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

As a result of the needs assessment performed by SSC and ELAC, a need for before and/or after school intervention for struggling students and EL learners was identified.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	0.44%	0.41%	0.44%	1	1	1
African American	1.32%	1.23%	1.75%	3	3	4
Asian	0.44%	0.41%	0%	1	1	0
Filipino	1.32%	0.41%	0.88%	3	1	2
Hispanic/Latino	93.42%	94.67%	93.42%	213	231	213
Pacific Islander	%	%	0%			0
White	2.63%	2.46%	2.19%	6	6	5
Multiple/No Response	%	%	0%			0
Total Enrollment				228	244	228

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Kindergarten	30	41	48
Grade 1	24	27	33
Grade 2	26	28	26
Grade 3	26	27	26
Grade 4	44	30	27
Grade 5	48	43	26
Grade 6	30	48	42
Total Enrollment	228	244	228

Conclusions based on this data:

1. Based on the 2018-2019 student enrollment data, the number of students decreased by 16 from the previous year.
2. Across the SWSD, enrollment has declined due the following factors: lack of job opportunities and the increase in cost of living.
3. Lake Marie will continue providing intervention and enrichment opportunities (before/during/after the school) that challenges and encouraging student academic progress, while continuing to place an emphasis science/technology academy's for learning experiences.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners	83	75	58	36.4%	30.7%	25.4%
Fluent English Proficient (FEP)	22	22	31	9.6%	9.0%	13.6%
Reclassified Fluent English Proficient (RFEP)	7	5	20	7.4%	6.0%	26.7%

Conclusions based on this data:

1. Based on the 2019-2020 EL enrollment data, the number of English language learners has decreased by 5.3 % from the previous year.
2. With new enrollees, there has been a decrease in families indicating on the Home Language survey that another language, other than English, is spoken in the home.
3. Lake Marie principal, EL Coordinator, and the community liaison will provide family workshops to provide clarity and to explain services for all English Learners.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	44	27	26	43	27	26	43	27	26	97.7	100	100
Grade 4	48	45	30	46	45	30	46	45	30	95.8	100	100
Grade 5	31	47	40	31	46	40	31	46	40	100	97.9	100
Grade 6	31	28	50	30	28	50	30	28	50	96.8	100	100
All	154	147	146	150	146	146	150	146	146	97.4	99.3	100

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2420.	2467.	2416.	23.26	37.04	11.54	23.26	40.74	30.77	32.56	11.11	26.92	20.93	11.11	30.77
Grade 4	2424.	2460.	2481.	6.52	17.78	33.33	28.26	35.56	23.33	21.74	20.00	20.00	43.48	26.67	23.33
Grade 5	2462.	2504.	2506.	9.68	17.39	20.00	25.81	32.61	42.50	22.58	23.91	17.50	41.94	26.09	20.00
Grade 6	2519.	2533.	2515.	10.00	17.86	16.00	40.00	35.71	26.00	20.00	32.14	28.00	30.00	14.29	30.00
All Grades	N/A	N/A	N/A	12.67	21.23	19.86	28.67	35.62	30.82	24.67	21.92	23.29	34.00	21.23	26.03

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	20.93	37.04	19.23	46.51	44.44	42.31	32.56	18.52	38.46
Grade 4	13.04	22.22	33.33	52.17	44.44	40.00	34.78	33.33	26.67
Grade 5	9.68	19.57	12.50	58.06	56.52	60.00	32.26	23.91	27.50
Grade 6	10.00	14.29	14.00	40.00	57.14	48.00	50.00	28.57	38.00
All Grades	14.00	22.60	18.49	49.33	50.68	48.63	36.67	26.71	32.88

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	16.28	25.93	23.08	55.81	62.96	38.46	27.91	11.11	38.46
Grade 4	13.04	22.22	23.33	43.48	44.44	63.33	43.48	33.33	13.33
Grade 5	29.03	17.39	27.50	38.71	52.17	50.00	32.26	30.43	22.50
Grade 6	33.33	25.00	26.00	30.00	50.00	54.00	36.67	25.00	20.00
All Grades	21.33	21.92	25.34	43.33	51.37	52.05	35.33	26.71	22.60

Listening									
Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	11.63	33.33	11.54	72.09	59.26	73.08	16.28	7.41	15.38
Grade 4	6.52	8.89	10.00	63.04	77.78	73.33	30.43	13.33	16.67
Grade 5	9.68	19.57	17.50	58.06	65.22	70.00	32.26	15.22	12.50
Grade 6	20.00	10.71	6.00	60.00	78.57	78.00	20.00	10.71	16.00
All Grades	11.33	17.12	10.96	64.00	70.55	73.97	24.67	12.33	15.07

Research/Inquiry									
Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	25.58	48.15	15.38	60.47	44.44	61.54	13.95	7.41	23.08
Grade 4	10.87	31.11	23.33	60.87	46.67	50.00	28.26	22.22	26.67
Grade 5	16.13	34.78	30.00	35.48	47.83	55.00	48.39	17.39	15.00
Grade 6	30.00	32.14	30.00	50.00	53.57	42.00	20.00	14.29	28.00
All Grades	20.00	35.62	26.03	53.33	47.95	50.68	26.67	16.44	23.29

Conclusions based on this data:

1. Based on the 2018-2019 CAASPP data, the number of students performing below standard was 49% and 51% of students met/exceeded standard.
2. Based on student writing performance done with purpose and clarity, there was a 4% increased of students writing below standard. Daily writing and practice IAB Performance Task were not consistently administered during all trimesters.
3. Principal, instructional coach, interventionist, and teachers will closely analyze STAR 360 and IAB assessments during data meetings and during Trimester Reviews via (substitute release) to ensure CCSS are taught, tested and in alignment with the CAASPP. CAASPP data will be shared with students, staff and families. Site will use CAASPP data in determining intervention, enrichment programs/services, and staff professional development.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	44	27	26	44	27	26	44	27	26	100	100	100
Grade 4	48	45	30	47	45	30	47	45	30	97.9	100	100
Grade 5	31	47	40	31	46	40	31	46	40	100	97.9	100
Grade 6	31	28	50	30	28	50	30	28	50	96.8	100	100
All	154	147	146	152	146	146	152	146	146	98.7	99.3	100

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2411.	2466.	2437.	6.82	29.63	11.54	31.82	37.04	50.00	36.36	25.93	26.92	25.00	7.41	11.54
Grade 4	2428.	2458.	2468.	4.26	6.67	6.67	21.28	26.67	40.00	29.79	46.67	30.00	44.68	20.00	23.33
Grade 5	2458.	2477.	2469.	9.68	13.04	5.00	9.68	13.04	17.50	19.35	34.78	30.00	61.29	39.13	47.50
Grade 6	2483.	2495.	2482.	10.00	10.71	6.00	20.00	17.86	22.00	23.33	39.29	26.00	46.67	32.14	46.00
All Grades	N/A	N/A	N/A	7.24	13.70	6.85	21.71	22.60	29.45	28.29	37.67	28.08	42.76	26.03	35.62

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	11.36	59.26	30.77	56.82	33.33	57.69	31.82	7.41	11.54
Grade 4	10.64	17.78	16.67	38.30	42.22	46.67	51.06	40.00	36.67
Grade 5	9.68	15.22	7.50	16.13	32.61	25.00	74.19	52.17	67.50
Grade 6	6.67	10.71	16.00	36.67	42.86	34.00	56.67	46.43	50.00
All Grades	9.87	23.29	16.44	38.82	37.67	38.36	51.32	39.04	45.21

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	9.09	25.93	11.54	47.73	62.96	65.38	43.18	11.11	23.08
Grade 4	6.38	17.78	23.33	38.30	55.56	50.00	55.32	26.67	26.67
Grade 5	9.68	10.87	10.00	22.58	43.48	47.50	67.74	45.65	42.50
Grade 6	6.67	3.57	6.00	43.33	60.71	38.00	50.00	35.71	56.00
All Grades	7.89	14.38	11.64	38.82	54.11	47.95	53.29	31.51	40.41

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	18.18	59.26	23.08	65.91	40.74	57.69	15.91	0.00	19.23
Grade 4	10.64	6.67	23.33	38.30	62.22	53.33	51.06	31.11	23.33
Grade 5	12.90	10.87	5.00	38.71	43.48	65.00	48.39	45.65	30.00
Grade 6	16.67	10.71	14.00	40.00	50.00	42.00	43.33	39.29	44.00
All Grades	14.47	18.49	15.07	46.71	50.00	53.42	38.82	31.51	31.51

Conclusions based on this data:

1. Based on the 2018-2019 overall school data, the number of students not meeting standard increased by 9% ; however there was an increase in students meeting standard by 7% with consistent growth.
2. Site will use CAASPP data in determining intervention, enrichment programs/services, and staff professional development.
3. Based on the data, we will increase grade level collaboration opportunities with the Instructional Coach to analyze assessment data and develop action plans for Writing in Mathematics and responding to the Performance Tasks. Site will use CAASPP data in determining intervention, enrichment programs/services, and staff professional development.
CAASPP data will be shared with students, staff and families.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	*	*	*	*	*	*	*	10
Grade 1	*	*	*	*	*	*	*	10
Grade 2	*	*	*	*	*	*	*	8
Grade 3	1514.8	*	1503.3	*	1525.9	*	15	6
Grade 4	1522.2	*	1527.5	*	1516.5	*	13	6
Grade 5	1524.1	*	1517.3	*	1530.2	*	12	6
Grade 6	*	*	*	*	*	*	*	10
All Grades							74	56

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	*	*	*	*	*	*	*	*	*
1	*	*		*	*	*		*	*	*
2	*	*	*	*	*	*		*	*	*
3	*	*	*	*	*	*	*	*	15	*
4	*	*	*	*		*	*	*	13	*
5	*	*	*	*	*	*		*	12	*
6	*	*	*	*	*	*		*	*	*
All Grades	31.08	19.64	37.84	51.79	21.62	26.79	*	1.79	74	56

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K		*		*	*	*	*	*	*	*
1	*	*	*	*		*	*	*	*	*
2	*	*	*	*		*		*	*	*
3	*	*	*	*	*	*	*	*	15	*
4	*	*	*	*	*	*	*	*	13	*
5	*	*	*	*	*	*		*	12	*
6	*	*	*	*		*		*	*	*
All Grades	47.30	37.50	27.03	33.93	14.86	23.21	*	5.36	74	56

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	*		*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*		*	*	*	*	*
3	*	*	*	*	*	*	*	*	15	*
4	*	*	*	*	*	*	*	*	13	*
5	*	*	*	*	*	*		*	12	*
6	*	*	*	*		*	*	*	*	*
All Grades	29.73	7.14	33.78	42.86	20.27	42.86	16.22	7.14	74	56

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
3	*	*	73.33	*	*	*	15	*
4	*	*	*	*	*	*	13	*
5	*	*	*	*	*	*	12	*
All Grades	39.19	30.36	55.41	64.29	*	5.36	74	56

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
1	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	15	*
4	*	*	*	*	*	*	13	*
5	*	*	*	*		*	12	*
All Grades	54.05	37.50	28.38	50.00	17.57	12.50	74	56

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	15	*
4	*	*	*	*	*	*	13	*
5	*	*	*	*	*	*	12	*
6	*	*	*	*	*	*	*	*
All Grades	29.73	5.36	50.00	78.57	20.27	16.07	74	56

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	15	*
4	*	*	*	*	*	*	13	*
5	*	*	*	*	*	*	12	*
All Grades	37.84	28.57	51.35	66.07	*	5.36	74	56

Conclusions based on this data:

1. Areas of concern: overall (Speaking/Reading/Writing/Listening) Domains English Learners in the 3rd-5th grade scores had an average of 10% decreased proficiency in Level 4(well developed). For the 2019-2020 SY Lake Marie intentionally created supportive opportunities for students to have oral language experiences where students were expected to formulate, justify, and articulate complete thoughts. Students were given grade level text where reading, enriching conversations, listening and writing skills were reinforced.
Area of strength: Reading and Listening Domains where 50-55% of all 3rd-5th grade English Learners performed at a Level 3 (moderately developed) proficiency level
2. Students were also not exposed to ELPAC test and ELPAC like task.

3. Principal and instructional coach will need to provide professional development on ELD standards and provide support for ELPAC like task at each grade level.
Actionable steps-students will have greater opportunities to listen and read stories, then engage in conversations in answering comprehension questions.

School and Student Performance Data

Student Population

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

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
244	86.5	30.7	
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	75	30.7
Homeless	12	4.9
Socioeconomically Disadvantaged	211	86.5
Students with Disabilities	36	14.8

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	3	1.2
American Indian	1	0.4
Asian	1	0.4
Filipino	1	0.4
Hispanic	231	94.7
Two or More Races	1	0.4
White	6	2.5

Conclusions based on this data:

1. Lake Marie school-wide student populations are comprised of: 94%.7 Hispanic, 86.5% are socioeconomically disadvantaged, and 30% of students are English Learners.
2. These student populations may not have access to these resources.
3. All student groups, especially our socioeconomically disadvantaged and English Learner groups academic proficiency must be monitored and extra supports offered. Community liaison will communicate with families to provide available resources.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Yellow	Chronic Absenteeism  Orange	Suspension Rate  Orange
Mathematics  Orange		

Conclusions based on this data:

1. Based on 2018-2019 Dashboard data, Chronic Absenteeism is a necessary area of focus. English Learner's have made significant academic progress in English Language Arts and math; especially RFEP students. The data also reflects there was an increase in the amount of suspensions reported.
2. Students may be unclear on school expectations and procedures and parent contact will be made in order to ensure parental support.
3. Parent conference, SST or IEP will be held to confirm students needs have been addressed and all necessary services have been offered. Capturing Kids Hearts will be fully implemented in all classrooms and outside. Refresher lessons for PBIS expectations.

School and Student Performance Data

Academic Performance English Language Arts

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



This section provides number of student groups in each color.



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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p>  Yellow 1.9 points below standard Declined -5.9 points 138	<p>English Learners</p>  Orange 18.3 points below standard Declined Significantly -16.3 points 52	<p>Foster Youth</p>  No Performance Color 0 Students
<p>Homeless</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	<p>Socioeconomically Disadvantaged</p>  Orange 8.6 points below standard Declined -8.1 points 123	<p>Students with Disabilities</p>  No Performance Color 59 points below standard Declined -7.7 points 20

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 4.1 points below standard Declined -3.5 points 129	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5

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

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
63.9 points below standard Declined Significantly -31.1 points 27	30.8 points above standard Declined Significantly -44.5 points 25	2.2 points above standard Declined -3.9 points 77

Conclusions based on this data:

- Subgroups: Students with Disabilities and Homeless had the greatest increase in ELA
- Subgroup: Socioeconomically Disadvantaged had the largest participation rate and significantly increased by 13.9 points
- Reclassified students maintained -2.5 points

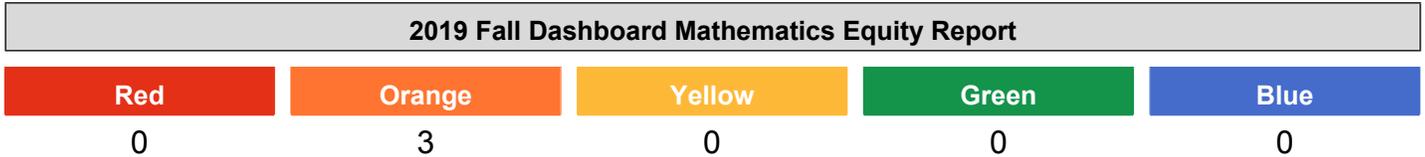
School and Student Performance Data

Academic Performance Mathematics

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



This section provides number of student groups in each color.



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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p>  Orange 39.6 points below standard Declined -9.5 points 138	<p>English Learners</p>  Orange 44.8 points below standard Declined -13.9 points 52	<p>Foster Youth</p>
<p>Homeless</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	<p>Socioeconomically Disadvantaged</p>  Orange 44.8 points below standard Declined -10.2 points 123	<p>Students with Disabilities</p>  No Performance Color 79.4 points below standard Declined -4.7 points 20

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Hispanic	Two or More Races	Pacific Islander	White
 Orange 40.8 points below standard Declined -6 points 129			 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5

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

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
73.7 points below standard Declined Significantly -27.7 points 27	13.6 points below standard Declined Significantly -20.8 points 25	43.7 points below standard Declined -10.9 points 77

Conclusions based on this data:

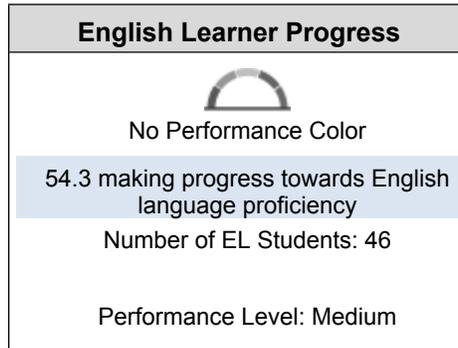
1. All students increased by 9.6 points in mathematics
2. English Learners increased by 29.2 points in mathematics
3. Reclassified students decreased by -11.5 points in mathematics

School and Student Performance Data

Academic Performance English Learner Progress

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

2019 Fall Dashboard English Learner Progress Indicator



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

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
17.3	28.2	10.8	43.4

Conclusions based on this data:

1. Overall English Learner progress status increased significantly by 18.7%
2. English Learner progress status increased significantly by 19.1 points in English Language Arts
3. English Learner progress status increased by 10.3 points in math

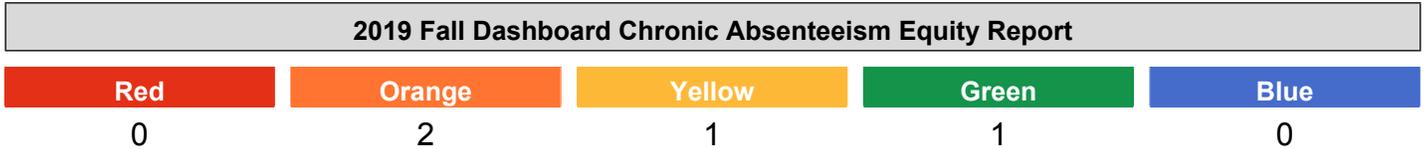
School and Student Performance Data

Academic Engagement Chronic Absenteeism

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



This section provides number of student groups in each color.



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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p>All Students</p>  Orange 9.8 Increased +0.6 256	<p>English Learners</p>  Green 3.9 Declined -4.4 76	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4
<p>Homeless</p>  No Performance Color 46.2 Increased +40.3 13	<p>Socioeconomically Disadvantaged</p>  Orange 11.3 Increased +2 222	<p>Students with Disabilities</p>  Orange 16.3 Increased +8.8 43

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 9.5 Maintained +0.3 241	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6

Conclusions based on this data:

1. Based on the 2019 fall Dashboard chronic absenteeism data, the socioeconomically disadvantaged subgroup increased by 2 % to be a total of 11.3% for the 222 students.
2. Students often choose to stay home even if they are well enough to come to school due to lack of accountability and motivation to come to school.
3. Directly related to this data, we will implement a targeted tracking system, where students are celebrated and earn incentives for regular attendance. Lake Marie applied and requested to participate in the ACT (Abolish Chronic Truancy) program.

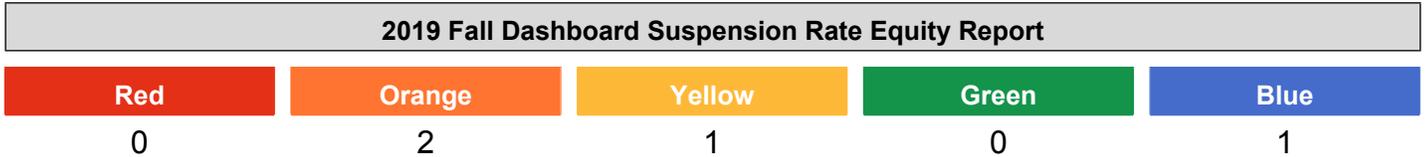
School and Student Performance Data

Conditions & Climate Suspension Rate

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



This section provides number of student groups in each color.



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

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p>  Orange 1.9 Increased +0.3 259	<p>English Learners</p>  Yellow 1.3 Maintained +0.2 76	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not 4
<p>Homeless</p>  No Performance Color 0 Maintained 0 13	<p>Socioeconomically Disadvantaged</p>  Orange 2.2 Increased +1.3 224	<p>Students with Disabilities</p>  Blue 0 Declined -2.4 44

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data 4	 No Performance Color Less than 11 Students - Data 1	 No Performance Color Less than 11 Students - Data 1	 No Performance Color Less than 11 Students - Data 2
Hispanic	Two or More Races	Pacific Islander	White
 Orange <div style="background-color: #e6f2ff; padding: 2px; display: inline-block;">1.6</div> Increased +0.3 244	 No Performance Color Less than 11 Students - Data 1	 No Performance Color Less than 11 Students - Data 6	 No Performance Color Less than 11 Students - Data 6

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	1.6	1.9

Conclusions based on this data:

1. English Learners had the lowest suspension rate, declined by 2.4%.
2. Socioeconomically disadvantaged student group had the highest suspension rate which increased by 1.3%.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Culture and Climate

LEA/LCAP Goal

Create a learning environment where students feel safe within a strong and positive school culture that is collaborative, unbiased, and inclusive of all student groups.

Goal 1

Lake Marie will facilitate personal student success by providing a safe and secure learning environment where mutual respect is demonstrated by students and staff.

Identified Need

Based on stakeholder needs assessments, increase social, emotional, and behavioral learning opportunities to provide for a safe and secure school environment.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California Dashboard data	Attendance-Based on the 2019 fall Dashboard (Chronic Absenteeism data) the socioeconomically disadvantaged subgroup increased by 2 % to be a total of 11.3% for the 222 students. Suspension-Based on the 2019 fall Dashboard (Suspension rate) the socioeconomically disadvantaged subgroup increased by 1.3% to be a total of 3 students for the 224 students.	Attendance-Based on the 2019 fall Dashboard (Chronic Absenteeism data) the socioeconomically disadvantaged subgroup absences will decrease by 2 % to be a total of 0.3% for the 222 students.
Healthy Kids Survey and data	Based on the 2019-2020 Healthy Kids Survey 100% of our 26 fifth grade students, 27% felt safe at school most of the time (7 students) and 35% felt safe all of the time (9 students).	For the 2020-2021 Healthy Kids Survey-goal is the increase students feeling safe at school by 5% all of the time.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
PBIS: Tiered Fidelity Inventory (TFI)	Based on the Tiered Fidelity Inventory Checklist, 6 out of 10 students knew the ROARS (respectful, taking ownership of learning, good attitude, acting responsible & being safe) behavioral expectations.	Goal is for 100% of students in 3rd-6th grades to know
Capturing Kids Heart staff survey	Baseline data-100% of classrooms and use a social contract. Increase the number of students	Increase the number of students using the social contract to self monitor by 25% and having classroom raters.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students.

Strategy/Activity

1.1 Programs and materials that will support attendance and positive behavior.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1,200	District Funded None Specified Attendance and PBIS incentives/program/materials
500	LCFF 4000-4999: Books And Supplies Program and materials to support Capturing Kids Heart
1,500	LCFF 4000-4999: Books And Supplies PBIS, character education, books, spirit wear
500	LCFF 2000-2999: Classified Personnel Salaries Extra pay-classified employees/noon duty aides

0	None Specified None Specified
300	LCFF 5800: Professional/Consulting Services And Operating Expenditures TFI/SAS implementation of program & data entry

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

1.2 Planning meetings and support to assist with the ongoing implementation of positive behavior strategies and activities.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	None Specified
1,000	LCFF 1000-1999: Certificated Personnel Salaries MTSS & Instructional Team
1,200	LCFF 2000-2999: Classified Personnel Salaries Classified extra support
500	LCFF 2000-2999: Classified Personnel Salaries Planning meetings-classified staff and noon duty

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

1.3 Assemblies and events to promote a safe school environment

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1,000	LCFF 4000-4999: Books And Supplies Character education assemblies
1,000	LCFF 4000-4999: Books And Supplies Character education, MTSS/PBIS/Second Step/Capturing Kids Heart materials for events

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s) Source(s)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s) Source(s)

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Continuous Improvement

LEA/LCAP Goal

Utilize research-based practices and a cycle of continuous improvement based on data to support a broad course of study, which will prepare students for the 21st century global market.

Goal 2

Lake Marie will fully implement CCSS, provide access to core programs, engage and utilize data analysis, and provide support systems to increase student achievement.

Identified Need

To increase opportunities for for deconstruction of Standards, data analysis, planning, and reflection.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Based on local and state assessments, there will be increased opportunities for deconstruction of standards, data analysis, planning, and reflection.	Students will increase by 5% on Smarter Balance in Language Arts, Mathematics and on ELPAC. Students will increase a level on the STAR 360 in Language Arts and Mathematics and ELPAC.	Students will increase in one proficiency level in Language Arts, Mathematics, and ELD.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

2.1 Programs and materials that would increase student achievement in Language Arts, Math and ELD.

Strategy/Activity

Programs, materials and personnel to support the increase of student achievement in Language Arts, Math and ELD.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	None Specified None Specified
0	None Specified None Specified
0	General Fund 5000-5999: Services And Other Operating Expenditures Formative, benchmark, summative assessments and State assessments.
	General Fund 0000: Unrestricted Core and supplemental programs
1,000	LCFF 4000-4999: Books And Supplies Technology
0	None Specified None Specified
0	None Specified None Specified
1,200	Title I 4000-4999: Books And Supplies Web based programs or licenses to support instructional program

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

2.2 Meetings and supports to assist with the increase in student achievement in Language Arts, Math, and ELD.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1,800	Title I 1000-1999: Certificated Personnel Salaries Data meetings/Trimester Reviews/grade level walk throughs/planning meetings (sub release)
0	None Specified None Specified
52,932.69	Title I 1000-1999: Certificated Personnel Salaries Instructional Coach salary (coaching cycle support/ILT and PDAR meetings)
0	None Specified None Specified

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

2.3 Events that enrich the core curriculum.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
400	LCFF 4000-4999: Books And Supplies Assemblies or Field trips
0	None Specified None Specified

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Educator Leadership

LEA/LCAP Goal

Provide a strong educator support system for all to develop professional efficacy and strong engagement, to ensure a focus on student success, achievement, and empowerment in order for all students to achieve their greatest potential.

Goal 3

Lake Marie will provide a strong educator support system for all staff to develop professional efficacy and engagement, to ensure: a focus on student success, achievement, and empowerment in order for all students to achieve their greatest potential.

Identified Need

Provide professional development opportunities for all staff to develop professional efficacy and ensure that high-quality instruction is provided to all students.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance in district and site professional development monitored by sign in sheets and Google form reflection sheets.	All teachers received professional development in the areas of: CGI, ELD Standards, Designated/Integrated ELD, ELD tasks, CAASPP performance tasks, and IAB's at the site level	All teachers will continue to receive professional development in the areas of: CGI, ELD Standards, Designated/Integrated ELD, ELD tasks, CAASPP performance tasks, IAB's and writing calibration at the district level.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

3.1 Programs and materials to support learning.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
700	LCFF 4000-4999: Books And Supplies Programs and/or materials to support PBIS, Second Step, Capturing Kids Hearts, SEL
0	None Specified None Specified
0	None Specified None Specified

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

3.2 Planning and/or meetings that provide professional development to ensure high-quality instruction is provided to all students.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1000	Title I 2000-2999: Classified Personnel Salaries Extra hours for staff in order to extend and support trainings.
1500	Title I 1000-1999: Certificated Personnel Salaries Extra hours for staff in order to extend and support trainings.
0	District Funded 1000-1999: Certificated Personnel Salaries Mental health professional development for staff
0	District Funded 2000-2999: Classified Personnel Salaries Mental health professional development for staff

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

3.3 Events that develop professional development of staff to promote efficacy, engagement, and a focus on student achievement.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

1,200

LCFF
5800: Professional/Consulting Services And Operating Expenditures
Professional development opportunities for staff to promote academic, positive behavior or SEL

1,400

LCFF
5800: Professional/Consulting Services And Operating Expenditures
Technology support for staff

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Family and Community Engagement

LEA/LCAP Goal

To strengthen communication and facilitate trusting partnerships with parents and community members by providing resources and opportunities for parents' active engagement in their child's education.

Goal 4

To strengthen communication and facilitate trusting partnerships with parents and community members by providing resources and opportunities for parents' active engagement in their child's education.

Identified Need

Based on stakeholder discussions, there is a need for increased parent trainings to help navigate technology, how to become engaged in their child's education, and knowledge of school programs.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent trainings/workshops Aeries weekly summary of Parent Portal and Parent Square	Increase parent participation on social media	Increase parent attendance

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

4.1 Programs and materials to engage families an stakeholders in their child's education.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

200	Title I Part A: Parent Involvement 4000-4999: Books And Supplies Subscriptions to online communication programs/resources
200	Title I Part A: Parent Involvement 4000-4999: Books And Supplies Materials/supplies for parent workshops and engagement

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

4.2 Planning, meetings and supports to enhance parental understanding of school programs.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
400	Title I Part A: Parent Involvement 2000-2999: Classified Personnel Salaries Family educational nights-extra hours for community liaison/other classified staff to support parent needs and/or child care.
800	LCFF 1000-1999: Certificated Personnel Salaries Family educational nights-extra hours for certificated staff
1,900	LCFF 2000-2999: Classified Personnel Salaries Translation/interpretation services for families during school meetings or events

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

4.3 School events to provide resources and opportunities for meaningful engagement for all families.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	None Specified None Specified
0	None Specified None Specified
600	LCFF 5800: Professional/Consulting Services And Operating Expenditures Outside agencies to provide resources, opportunities and engagement to families.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

MTSS

LEA/LCAP Goal

Provide comprehensive multi-tiered systems of supports within academic, behavior, and socio-emotional needs. Services will be provided to facilitate student success, which includes increased and improved services for all student groups.

Goal 5

Lake Marie will provide academic and behavioral supports to meet the needs of all students.

Identified Need

Based on stakeholder need assessments: there is a need to increase academic, behavior and socio-emotional intervention supports before/during/after school.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Progress monitoring tools: (academic)-STAR 360, fluency, SIPPS, diagnostic and summative assessments (behavior)-office referrals, PBIS Check In/Check Out, SST referrals (social emotional)-Wellness referrals	Gather current referral data from SST Coordinator, Wellness Intern, Pacific Clinics/Whole Child and psychologist referrals. Helpline Youth Counseling social emotional groups Aeries Discipline query results Current STAR 360 data	STAR 360 data from Goal 1 (students increase in Levels 1-4) Decrease in all referrals Increase in participation in groups Increase connectivity of referrals families to services

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

5.1 Programs and materials to support and enhance the comprehensive systems of support.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
500	LCFF 4000-4999: Books And Supplies Bookworm materials/supplies that promote literacy
3,600	Title I 4000-4999: Books And Supplies Supplemental core materials in all content areas
3,000	Title I 4000-4999: Books And Supplies Intervention materials in all content areas
2,500	Title I 5000-5999: Services And Other Operating Expenditures Web based Common Core intervention or enrichment in all content areas
400	LCFF 4000-4999: Books And Supplies PBIS incentives, ROARS prizes or materials
500	LCFF 4000-4999: Books And Supplies Books for classrooms and library

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

5.2 Meetings, supports, and personnel to provide interventions or enrichment opportunities for students based upon their needs.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	District Funded 1000-1999: Certificated Personnel Salaries Interventionist
1,400	LCFF 1000-1999: Certificated Personnel Salaries

	Interventionist extra hours
1,094.23	Title I 2000-2999: Classified Personnel Salaries Intervention Instructional Assistant
750	Title I 2000-2999: Classified Personnel Salaries Extra pay for before and after school intervention
2,100	LCFF 1000-1999: Certificated Personnel Salaries Extra pay for before and after school intervention
200	LCFF 2000-2999: Classified Personnel Salaries Extra pay for classified to support MTSS, PBIS Rewards, data entry
400	LCFF 2000-2999: Classified Personnel Salaries Staff or extra hours to provide supervision, safety and behavior supports
2,448.21	LCFF 2000-2999: Classified Personnel Salaries Extra pay for before and after school intervention

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

5.3 Events to promote MTSS for student groups

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

350

Source(s)

LCFF
5000-5999: Services And Other Operating
Expenditures
Assembly, fieldtrip or program to promote
student success

Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$95,175.13

Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
Title I	\$69,376.92
Title I Part A: Parent Involvement	\$800.00

Subtotal of additional federal funds included for this school: \$70,176.92

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

State or Local Programs	Allocation (\$)
	\$0.00
District Funded	\$1,200.00
General Fund	\$0.00
LCFF	\$23,798.21
None Specified	\$0.00

Subtotal of state or local funds included for this school: \$24,998.21

Total of federal, state, and/or local funds for this school: \$95,175.13

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source

Amount

Balance

Expenditures by Funding Source

Funding Source	Amount
	0.00
District Funded	1,200.00
General Fund	0.00
LCFF	23,798.21
None Specified	0.00
Title I	69,376.92
Title I Part A: Parent Involvement	800.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	61,532.69
2000-2999: Classified Personnel Salaries	10,392.44
4000-4999: Books And Supplies	15,700.00
5000-5999: Services And Other Operating Expenditures	2,850.00
5800: Professional/Consulting Services And Operating Expenditures	3,500.00
None Specified	1,200.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00

1000-1999: Certificated Personnel Salaries	District Funded	0.00
2000-2999: Classified Personnel Salaries	District Funded	0.00
None Specified	District Funded	1,200.00
5000-5999: Services And Other Operating Expenditures	General Fund	0.00
1000-1999: Certificated Personnel Salaries	LCFF	5,300.00
2000-2999: Classified Personnel Salaries	LCFF	7,148.21
4000-4999: Books And Supplies	LCFF	7,500.00
5000-5999: Services And Other Operating Expenditures	LCFF	350.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF	3,500.00
None Specified	None Specified	0.00
1000-1999: Certificated Personnel Salaries	Title I	56,232.69
2000-2999: Classified Personnel Salaries	Title I	2,844.23
4000-4999: Books And Supplies	Title I	7,800.00
5000-5999: Services And Other Operating Expenditures	Title I	2,500.00
2000-2999: Classified Personnel Salaries	Title I Part A: Parent Involvement	400.00
4000-4999: Books And Supplies	Title I Part A: Parent Involvement	400.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	8,700.00
Goal 2	57,332.69
Goal 3	5,800.00
Goal 4	4,100.00
Goal 5	19,242.44

School Site Council Membership

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

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

Name of Members	Role
Lisa Palomino	Principal
Karen Fuller	Classroom Teacher
Kimberly Pauls	Classroom Teacher
Gloria Gonzales	Other School Staff
Ramona Mercado	Parent or Community Member
Tina Robinson	Parent or Community Member
David Camalich	Parent or Community Member
Martha Calderon	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

English Learner Advisory Committee

Other: Lake Marie School Leadership Team

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 5/19/2020.

Attested:



Principal, Lisa Palomino on 5/19/2020

SSC Chairperson, Kimberly Pauls on 5/19/2020

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name



English Learner Advisory Committee



Other: Lake Marie School Leadership Team

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

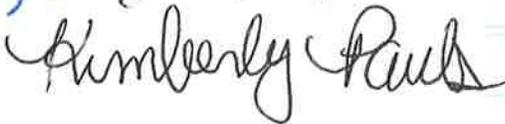
This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 5/19/2020.

Attested:



Principal, Lisa Palomino on 5/19/2020



SSC Chairperson, Kimberly Pauls on 5/19/2020