

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 Center Middle School	19647176015044	September 27, 2021	November 16, 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.

Lake Center Middle School Site Council (SSC) meets regularly during the school year to review and update the school plan including proposed expenditures of Title I and LCAP funds. School goals are based upon comprehensive needs assessment that includes the analysis of verifiable state data, including information displayed on the CA School Dashboard. Other district and school data (including Common Assessments, student work samples, peer to peer student/class observations, and qualitative measures) are utilized to further measure and monitor achievement throughout the school year. School goals are aligned with LLCSD LCAP goals and include the same metrics/indicators. Input and advice is solicited from school advisory committees including the ELAC and School Leadership team. The LCMS School Plan addresses how LCAP and Title I funds will be used to improve the academic performance of all students and close student group achievement gaps. Throughout the year site, district, and state metrics will be analyzed to determine effectiveness and modifications will be made accordingly.

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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).

During the pandemic, multiple surveys were given to parents regarding their preferences about either distance or in-person schooling due to the COVID pandemic. The results of these surveys helped guide decision making for our school and district. Parent LCAP Surveys were given during the 2020-2021 school-year using a new method where the surveys were digitized. 43% of parents participated and are overall very satisfied with the programs and services provided. Responses given indicate 91% of respondents at Lake Center agree that their child receives strong academic instruction. Notably during the past year when both digital and hybrid instruction were available, 98% of parents surveyed agree that Lake Center provided them with the materials and technology needed to help them learn. 93% of those surveyed indicate Lake Center Facilities are clean, safe, and in good working condition. 90% of respondents agree that they are satisfied with their child's school. Further, as in past years students in 7th Grade were given the Healthy Kids Survey (HKS) to determine students' feelings about safety on campus. Our response rate for the HKS was 94% of our 7th grade students. The survey reveals that 94% of our 7th grade students feel that the campus is safe. 91% of students report there is an adult on campus who always wants them to do their best. In another domain of the survey, 41% of our 7th grade students reported that they liked distance learning and 86% said they were either happy or excited to return to in-person schooling. During the 2020-2021 digital and then in-person learning models, anecdotal reports received from parents indicated more positive feedback regarding our programs and instruction. Teachers were also provided an open forum for questions during digital then in-person learning related to impacts and questions for clarification.

Classroom Observations

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

The principal and assistant principal walk through classrooms daily to monitor instruction, support implementation of school-wide AVID strategies, gauge student engagement, and determine implementation of PBIS strategies. Additional classroom observations are conducted related to the implementation of a social-emotional learning curriculum. Lake Center also employs a co-teaching model in various settings to maximize student learning where student need determines where the co-teaching model will be utilized. This is also an area of observation.

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)

Staff use state assessments such as CAASPP and ELPAC results to track progress of students and modify instruction. In addition, school staff uses district common assessments (including the Fastbridge assessment tool), curriculum embedded assessments, formative assessments, and other local measures to improve instruction. The outcomes on these assessments are regularly discussed during Data Reflection Sessions, professional development staff meetings, and during early release days.

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

The staff meets in teams throughout the year in Innovative Learning Collaborative meetings (DRS) to analyze assessment information, student work, and to plan instruction. The information gathered during these sessions is also used to determine the best learning situations determined via peer to peer observations and reflections.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All teaching staff are highly qualified and certificated according to Every Student Succeeds Act requirements. Four teachers are teaching outside of their credentialed subject areas.

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 Center Middle School hold active California teaching credentials and have received training on SBE adopted instructional materials.

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

Staff development is aligned to the Common Core State Standards and is based on student performance on the SBA and district common assessments. Teachers play an active role in facilitating site staff development meetings.

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

The principal, assistant principal, core teachers, and selected support staff will analyze site based formative assessments, district common assessments and district benchmark assessments. This data will be used during grade level subject area Innovative Learning Collaborative meetings (formally DRS) 5 times throughout the year. The purpose of the ILC will be to analyze and discuss assessment results as well as identify instructional strategies to address student needs such as Thinking Maps, Integrated and Designated ELD strategies (i.e. sentence frames, Tier 2 vocabulary instruction, etc), and AVID focused note-taking strategies. The ILC will also be utilized to assist with SALT and SLT planning of instructional rounds (a teacher peer to peer continuous improvement strategy). Professional Development days will also be provided to staff 3 times a year with additional professional development provided during staff meetings.

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

Teachers collaborate twice weekly by grade level and in PLCs to analyze student work, formative assessments, and common district assessments to determine next steps for instruction.

Teaching and Learning

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

Curriculum and instructional materials are aligned to the Common Core State Standards.

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

The master schedule at Lake Center Middle School provides students with courses in ELA and Math that meet the instructional minutes requirements.

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

The master schedule supports the district's pacing guides and provides daily opportunities for structured interventions for struggling students. Enrichment opportunities are also provided daily for students performing at or above grade level standards.

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

All materials used for instruction are aligned to the CA Common Core State Standards.

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

The school uses SBE-adopted and standards-aligned materials in all areas of instruction.

Opportunity and Equal Educational Access

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

Students who are performing between far below and slightly below grade level receive intensive or targeted intervention classes during the instructional day in either English language arts or mathematics. Students who are designated as English Learners are enrolled in an English Language Development course based on student ELPAC levels.

Evidence-based educational practices to raise student achievement

All educational practices utilized at Lake Center Middle School are research based and focused on student achievement. Innovative Learning Collaborative meetings (formally Data Reflection Sessions) are conducted to analyze and discuss assessment results as well as identify instructional strategies to address student needs.

Parental Engagement

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

The school uses all community resources available (including but not limited to School Site Council, Parent-Teacher Organization, English Learner Advisory Committee, and the Little Lake Educational Advancement Foundation) to assist underachieving students. In addition the school seeks out resources available from the LEA, local government, families, and local businesses for support with school approaches to helping underachieving students, and all students.

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

The school has parent advisory councils such as the School Site Council and English Learners Advisory Committee, that are involved in the planning, implementation and monitoring of the SPSA.

Funding

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

Categorical program funds are used to supplement the regular education program and meet the needs of under-performing students via targeted interventions, Innovative Learning Collaborative meetings (formally DRS), and English learner programs. The teachers are engaged in determining which students participate in instructional interventions based on classroom observations, student work, and assessment results. Specifically, Title I funds are used to support students in the area of English language arts through the Lexia program. This online program identifies gaps in essential skills and provides engaging instruction and practice to address areas of need, close learning gaps, and serves as a supplemental addition to the ELA core curriculum.

Fiscal support (EPC)

The district allocates general and categorical funds to provide resources to improve student achievement.

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

Stakeholder involvement is an ongoing process. Staff members and parents have meaningful input in developing the plan and budget via ELAC, SSC, and other forums of input. SSC elections occur for students, staff members, and parents through a nomination and ballot process. The SSC meets at least 5 times per year to discuss and determine school initiatives and requirements. ELAC provides meaningful input to the SSC with recommendations for the SPSA and information to consider. Once completed and voted on, the SPSA is shared with constituent groups on campus and input is gathered throughout the year. Input for the SPSA was gathered at the following SSC dates: Sept 28, 2020; November 9, 2020; January 11, 2021; March 8, 2021; May 24, 2021. Input will be gathered during the 2021-2022 school year on the following dates: September 27, November 8, December 13, January 10, April 11, May 9.

Resource Inequities

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

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	0.11%	0.11%	0.1%	1	1	1
African American	2.43%	1.63%	1.0%	22	15	8
Asian	1.66%	1.74%	1.1%	15	16	9
Filipino	0.99%	1.09%	1.4%	9	10	12
Hispanic/Latino	89.29%	91.29%	92.2%	809	839	773
Pacific Islander	%	0.22%	0.4%		2	3
White	4.97%	3.37%	3.0%	45	31	25
Multiple/No Response	0.55%	0.54%	0.8%	5	5	7
Total Enrollment				906	919	838

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Kindergarten			
Grade 1			
Grade 2			
Grade 3			
Grade 4			
Grade 5			
Grade 6	318	266	242
Grade 7	314	341	266
Grade 8	274	312	330
Grade 9			
Grade 10			
Grade 11			
Grade 12			
Total Enrollment	906	919	838

Conclusions based on this data:

- While other districts and schools are reporting declining enrollment, it would seem that Lake Center's enrollment numbers increase each year.

2. Each year, approximately 90% of enrolled students are Hispanic.
3. Lake Center is experiencing growth in both the African American and Asian student populations each year.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	79	70	67	8.7%	7.6%	8.0%
Fluent English Proficient (FEP)	193	216	191	21.3%	23.5%	22.8%
Reclassified Fluent English Proficient (RFEP)	5	28	10	6.5%	35.4%	14.3%

Conclusions based on this data:

1. The total number of English Learner students has declined over a 3 year period.
2. The number of students who were reclassified was lower in 2018-19 than in 2016-17 and 2017-18.
3. The total number of Fluent English Proficient students has declined over a three year period.

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 6	257	316	324	254	312	320	254	312	319	98.8	98.7	98.8
Grade 7	300	271	310	299	266	308	299	266	308	99.7	98.2	99.4
Grade 8	298	306	273	298	302	267	298	302	267	100	98.7	97.8
All Grades	855	893	907	851	880	895	851	880	894	99.5	98.5	98.7

* 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 6	2545.	2548.	2527.	22.44	22.76	16.30	38.19	37.82	33.23	23.23	23.72	30.41	16.14	15.71	20.06
Grade 7	2558.	2561.	2567.	15.38	18.05	19.48	40.47	39.85	39.61	24.41	22.93	22.73	19.73	19.17	18.18
Grade 8	2576.	2570.	2586.	15.44	11.92	19.48	39.93	43.38	40.82	28.19	26.16	23.60	16.44	18.54	16.10
All Grades	N/A	N/A	N/A	17.51	17.61	18.34	39.60	40.34	37.70	25.38	24.32	25.73	17.51	17.73	18.23

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 6	21.26	25.64	21.32	53.54	50.32	49.84	25.20	24.04	28.84	
Grade 7	27.09	26.69	23.05	51.17	48.87	53.90	21.74	24.44	23.05	
Grade 8	22.15	23.84	29.59	55.37	48.01	49.44	22.48	28.15	20.97	
All Grades	23.62	25.34	24.38	53.35	49.09	51.12	23.03	25.57	24.50	

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 6	32.28	28.21	23.20	48.43	50.64	52.66	19.29	21.15	24.14
Grade 7	25.42	26.69	24.03	52.51	54.51	57.79	22.07	18.80	18.18
Grade 8	23.83	20.20	26.22	53.69	58.61	57.68	22.48	21.19	16.10
All Grades	26.91	25.00	24.38	51.70	54.55	55.93	21.39	20.45	19.69

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 6	18.90	21.79	17.55	66.93	66.35	66.46	14.17	11.86	15.99
Grade 7	17.06	14.29	17.21	65.89	69.17	65.58	17.06	16.54	17.21
Grade 8	18.12	20.53	19.10	70.47	64.57	70.04	11.41	14.90	10.86
All Grades	17.98	19.09	17.90	67.80	66.59	67.23	14.22	14.32	14.88

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 6	39.76	44.23	26.33	46.06	44.23	52.98	14.17	11.54	20.69
Grade 7	32.11	36.47	36.69	52.51	48.50	49.68	15.38	15.04	13.64
Grade 8	39.60	37.09	35.96	44.63	46.69	47.94	15.77	16.23	16.10
All Grades	37.02	39.43	32.77	47.83	46.36	50.34	15.16	14.20	16.89

Conclusions based on this data:

1. Overall, the percentage of students who scored in the Standard Exceeded band grew over a three year period.
2. 7th grade showed consistent growth overall for a three year period on the Mean Scale Score.
3. 6th grade had the largest decrease in students that scored in the Met or Exceeded bands in 2018-19.

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 6	257	316	324	256	311	322	256	311	322	99.6	98.4	99.4
Grade 7	300	269	310	299	264	308	299	264	308	99.7	98.1	99.4
Grade 8	298	306	273	297	303	271	297	303	271	99.7	99	99.3
All Grades	855	891	907	852	878	901	852	878	901	99.6	98.5	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			% 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 6	2531.	2537.	2518.	19.14	22.51	20.19	23.83	24.12	15.22	33.59	29.58	35.71	23.44	23.79	28.88
Grade 7	2524.	2534.	2535.	15.05	17.80	16.88	18.73	22.73	21.43	33.44	27.65	29.55	32.78	31.82	32.14
Grade 8	2533.	2536.	2548.	13.47	13.86	16.97	16.50	19.14	20.30	29.29	27.72	31.73	40.74	39.27	31.00
All Grades	N/A	N/A	N/A	15.73	18.11	18.09	19.48	21.98	18.87	32.04	28.36	32.41	32.75	31.55	30.63

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 6	27.34	28.62	28.57	41.80	37.30	32.92	30.86	34.08	38.51	
Grade 7	20.74	24.62	24.35	34.78	34.85	36.04	44.48	40.53	39.61	
Grade 8	19.19	16.50	19.56	33.33	38.28	41.70	47.47	45.21	38.75	
All Grades	22.18	23.23	24.42	36.38	36.90	36.63	41.43	39.86	38.96	

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 6	20.31	19.29	19.57	42.97	48.23	40.99	36.72	32.48	39.44
Grade 7	16.39	19.70	18.83	44.15	45.45	45.13	39.46	34.85	36.04
Grade 8	16.84	19.14	21.40	42.76	49.17	46.49	40.40	31.68	32.10
All Grades	17.72	19.36	19.87	43.31	47.72	44.06	38.97	32.92	36.07

**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 6	19.53	24.12	19.57	49.22	48.55	45.96	31.25	27.33	34.47
Grade 7	20.40	19.70	15.91	50.50	60.61	58.12	29.10	19.70	25.97
Grade 8	14.14	17.16	18.08	52.86	54.13	60.15	33.00	28.71	21.77
All Grades	17.96	20.39	17.87	50.94	54.10	54.38	31.10	25.51	27.75

Conclusions based on this data:

- Overall for the three year period, the percentage of students who Exceed or Met standards grew by 1%.
- Grade 8 had the greatest increase in the Mean Scaled Score from 2017-18 to 2018-19; 6th grade decreased for the same period; 7th grade slightly grew during the same time period.
- The claim Concepts and Procedures had the greatest percentage of students who are above standard and has shown consistent growth over the three year period.

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 6	1541.3	1494.8	1540.9	1484.3	1541.2	1504.9	36	23
Grade 7	1520.7	1519.3	1536.9	1510.1	1504.1	1528.1	18	15
Grade 8	1525.9	1502.1	1524.2	1495.8	1527.4	1507.6	17	18
All Grades							71	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
6	38.89	8.70	41.67	21.74	*	47.83	*	21.74	36	23
7	*	6.67	*	33.33	*	40.00	*	20.00	18	15
8	*	5.56	64.71	27.78	*	22.22	*	44.44	17	18
All Grades	29.58	7.14	49.30	26.79	*	37.50	*	28.57	71	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
6	63.89	13.04	*	39.13	*	30.43	*	17.39	36	23
7	*	20.00	*	40.00	*	20.00	*	20.00	18	15
8	64.71	22.22	*	27.78		11.11	*	38.89	17	18
All Grades	61.97	17.86	28.17	35.71	*	21.43	*	25.00	71	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	
6	30.56	8.70	55.56	52.17	*	39.13	36	23	
7	*	6.67	66.67	66.67	*	26.67	18	15	
8	*	5.56	70.59	50.00	*	44.44	17	18	
All Grades	25.35	7.14	61.97	55.36	*	37.50	71	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
6	86.11	47.83	*	26.09	*	26.09	36	23
7	77.78	53.33	*	33.33	*	13.33	18	15
8	76.47	33.33	*	38.89	*	27.78	17	18
All Grades	81.69	44.64	*	32.14	*	23.21	71	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
6	33.33	4.35	*	26.09	47.22	69.57	36	23
7	*	0.00	*	46.67	72.22	53.33	18	15
8	*	5.56	*	5.56	*	88.89	17	18
All Grades	23.94	3.57	23.94	25.00	52.11	71.43	71	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
6	*	13.04	69.44	73.91	*	13.04	36	23
7		6.67	77.78	86.67	*	6.67	18	15
8	*	0.00	70.59	72.22	*	27.78	17	18
All Grades	15.49	7.14	71.83	76.79	*	16.07	71	56

Conclusions based on this data:

1. The overall quantity of English Learners declined year-over-year.
2. Year-over-year analysis for many areas not possible due to the absence of data.
3. Fewer students remaining as English Learners in turn indicates the remaining number of students require adjustments to their intervention system.

School and Student Performance Data

Student Population

Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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

2020-21 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
919	68.6	7.6	0.7
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.

2020-21 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	70	7.6
Foster Youth	6	0.7
Homeless	56	6.1
Socioeconomically Disadvantaged	630	68.6
Students with Disabilities	127	13.8

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	15	1.6
American Indian	1	0.1
Asian	16	1.7
Filipino	10	1.1
Hispanic	839	91.3
Two or More Races	5	0.5
Pacific Islander	2	0.2
White	31	3.4

Conclusions based on this data:

1. Most students at Lake Center Middle school are of Hispanic origin.
2. 68% of students are economically disadvantaged.

-
-
3. Our largest student group population other than economically disadvantaged are students with disabilities at 12.4% or 112 students.

School and Student Performance Data

Overall Performance

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

2019 Fall Dashboard Overall Performance for All Students		
Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Green	Chronic Absenteeism  Yellow	Suspension Rate  Green
Mathematics  Orange		

Conclusions based on this data:

1. Lake Center had fewer students in English Language Arts than in math that did not meet the standard.
2. Lake Center's suspension rate was rated as Green for 946 students at 1.7%.
3. Increases below the distance from the standard paced increases in Chronic Absenteeism for English Learners and Students with Disabilities.

School and Student Performance Data

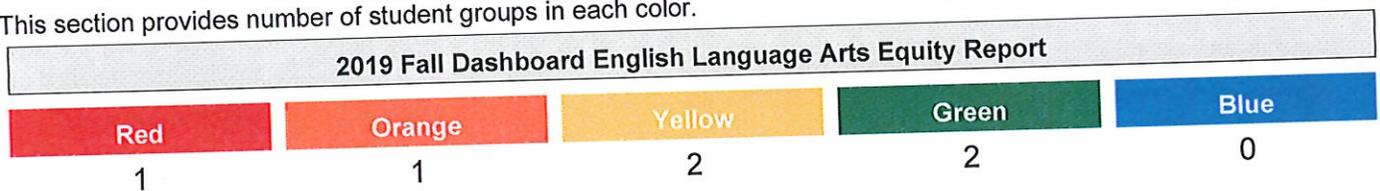
Academic Performance English Language Arts

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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> <p>Green</p> <p>11.4 points above standard</p> <p>Maintained -0.4 points</p> <p>880</p>	<p>English Learners</p> <p>Orange</p> <p>22.4 points below standard</p> <p>Declined -3.6 points</p> <p>157</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>3</p>
<p>Homeless</p> <p>Yellow</p> <p>10.4 points below standard</p> <p>Increased Significantly ++32 points</p> <p>47</p>	<p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>1.9 points above standard</p> <p>Maintained ++0.2 points</p> <p>603</p>	<p>Students with Disabilities</p> <p>Red</p> <p>111.1 points below standard</p> <p>Declined -15 points</p> <p>106</p>

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 3.6 points below standard Increased Significantly ++16.7 points 18	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 66.9 points above standard Declined Significantly -18 points 15	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9
Hispanic	Two or More Races	Pacific Islander	White
 Green 10 points above standard Maintained -0.7 points 788	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	 No Performance Color 0 Students	 Green 18.8 points above standard Increased ++9.6 points 44

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
107.3 points below standard Declined Significantly -35.1 points 45	11.5 points above standard Declined -5.6 points 112	12.3 points above standard Maintained ++1.1 points 621

Conclusions based on this data:

1. Overall, Lake Center students' distance from the standard was 9.8%, maintaining.
2. The group that had the greatest improvement toward closing the distance from the standard was with students who experience Homelessness at 30.8%.
3. Students with disabilities were furthest from the standard and increased that distance by 15.2%.

School and Student Performance Data

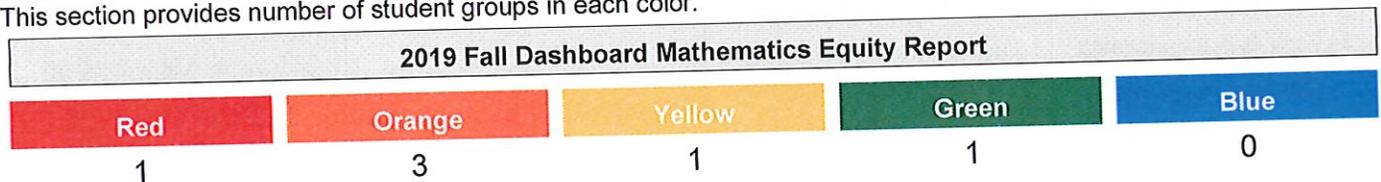
Academic Performance Mathematics

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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 32.5 points below standard Declined -3.3 points 881	<p>English Learners</p> Orange 58.6 points below standard Maintained ++2.5 points 158	<p>Foster Youth</p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3
<p>Homeless</p> Yellow 46.4 points below standard Increased Significantly ++30.2 points 47	<p>Socioeconomically Disadvantaged</p> Orange 42.8 points below standard Maintained -2.3 points 604	<p>Students with Disabilities</p> Red 173.5 points below standard Declined Significantly -28.5 points 105

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 54.3 points below standard Increased ++8.7 points 18	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 44.5 points above standard Declined Significantly -17 points 15	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9
Hispanic	Two or More Races	Pacific Islander	White
 Orange 34.7 points below standard Declined -4.3 points 789	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	 No Performance Color	 Green 22.6 points below standard Increased ++10 points 44

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
141.5 points below standard Declined Significantly -24.4 points 46	24.5 points below standard Maintained -1 points 112	33 points below standard Declined -4.3 points 621

Conclusions based on this data:

1. Lake Center's overall performance in mathematics declined 3.3% from the previously achieved distance from the standard, placing Lake Center 32.5 points below the standard.
2. The group that had the greatest improvement toward closing the distance from the standard was with students who experience Homelessness at 30.2%.
3. Students with disabilities were furthest from the standard and increased that distance by 28.5%.

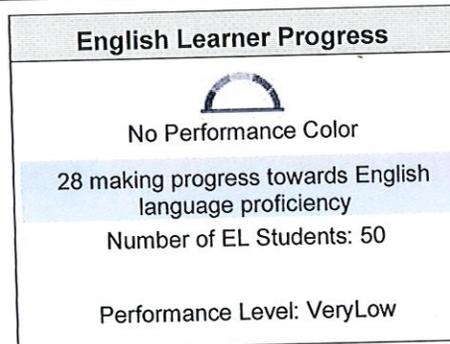
School and Student Performance Data

Academic Performance English Learner Progress

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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
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Conclusions based on this data:

- 28 of 50 students made progress towards English Language Proficiency.
- 11 students progressed at least one ELPI level.
- 19 students maintained their ELPI level.

School and Student Performance Data

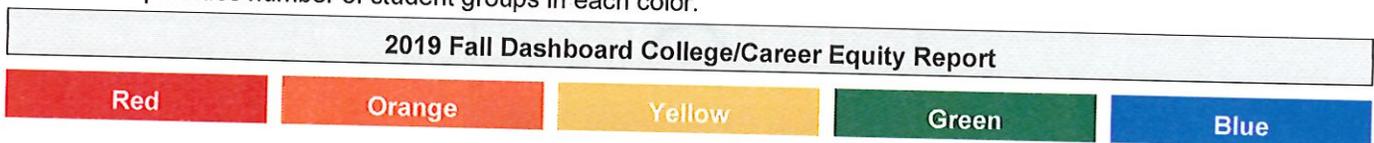
Academic Performance College/Career

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.



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

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

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

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

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

Conclusions based on this data:

- 1.

School and Student Performance Data

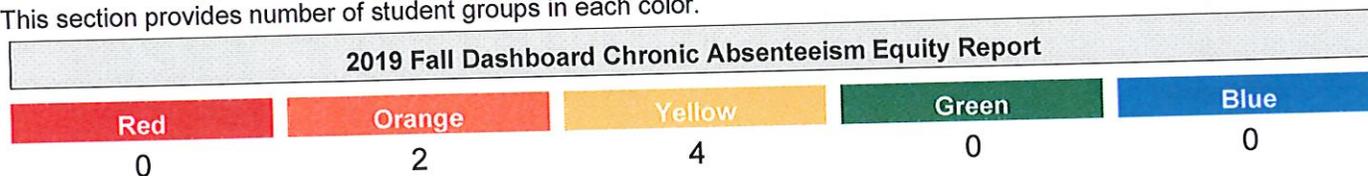
Academic Engagement Chronic Absenteeism

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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> <p>Yellow</p> <p>4.8</p> <p>Increased +0.7</p> <p>932</p>	<p>English Learners</p> <p>Orange</p> <p>12.5</p> <p>Increased +9.2</p> <p>88</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>5</p>
<p>Homeless</p> <p>Yellow</p> <p>12.3</p> <p>Declined -7.4</p> <p>57</p>	<p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>5.7</p> <p>Maintained +0.4</p> <p>637</p>	<p>Students with Disabilities</p> <p>Orange</p> <p>10.9</p> <p>Increased +4.4</p> <p>119</p>

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 4.3 Declined -4.7 23	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 0 Maintained 0 17	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 4.8 Increased +1 831	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 Yellow 8.9 Maintained +0.2 45

Conclusions based on this data:

1. English Learners had the greatest increase in their Chronic Absenteeism rate at 9.2%.
2. Students with disabilities had the second highest increase in their Chronic Absenteeism rate at 4.4%.
3. Homeless students experienced the greatest improvement declining 7.4%.

School and Student Performance Data

Academic Engagement Graduation Rate

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

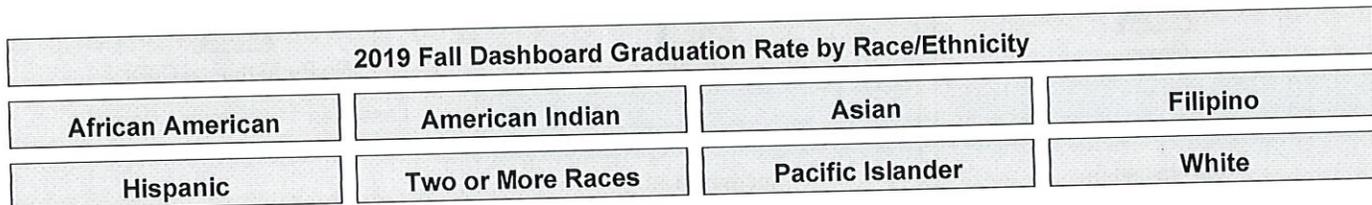
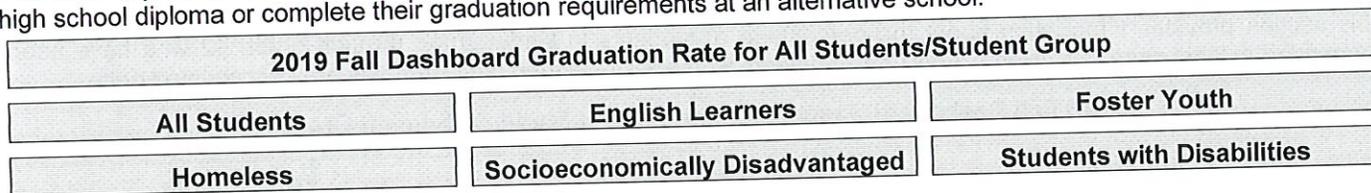
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

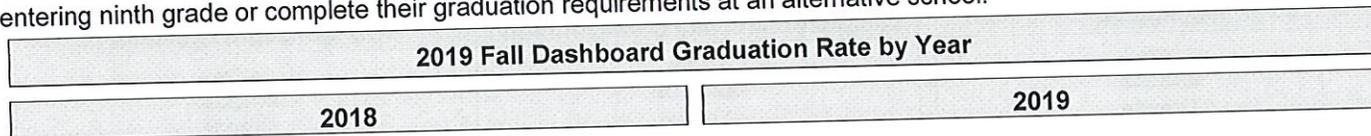
This section provides number of student groups in each color.



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



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



Conclusions based on this data:

1.

School and Student Performance Data

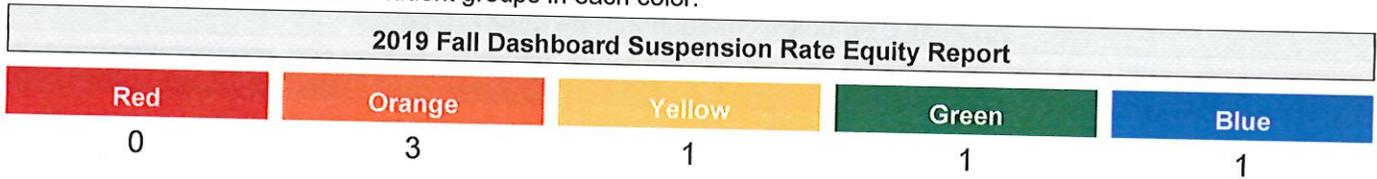
Conditions & Climate Suspension Rate

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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



This section provides number of student groups in each color.



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

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
Green 1.7 Maintained 0 946	Orange 2.2 Increased +1.1 90	No Performance Color Less than 11 Students - Data Not 7
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Orange 5.2 Increased +3.4 58	Yellow 2.3 Maintained +0.1 647	Orange 4.1 Increased +2.3 121

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 4.3 Maintained +0.2 23	 No Performance Color Less than 11 Students - Data 1	 No Performance Color 0 Maintained 0 17	 No Performance Color Less than 11 Students - Data 9
Hispanic	Two or More Races	Pacific Islander	White
 Green 1.8 Maintained +0.2 845	 No Performance Color Less than 11 Students - Data 5	 No Performance Color Less than 11 Students - Data 1	 Blue 0 Declined -2.2 45

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	1.7	1.7

Conclusions based on this data:

- Increases in suspensions occurred in 3 out of 6 student groups.
- Increases in suspensions did occur, as did increases in students possessing or using illicit substances on campus (vaping devices).
- Overall, the suspension rate at Lake Center Middle school maintained its gauge status at Green.

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

Student Achievement

LEA/LCAP Goal

Student Achievement

K-8 students will demonstrate growth and/or maintain growth as measured by the following:

- Smarter Balanced Assessments in ELA and Mathematics in grades 3-8
- District Assessments in ELA (DRA) and Math in grades K-2
- ELPAC
- Reclassification rates for English Learners
- District Assessments in history/social science in grades 7-8
- District Assessments in science in grades 6, 7, and 8
- CAST in grades 5 and 8
- Physical Fitness Tests in grades 5 and 7

Goal 1

Student Achievement

K-8 students will demonstrate growth and/or maintain growth as measured by the following:

- Smarter Balanced Assessments/CA Dashboard in ELA and Mathematics in grades 3-8
- District Assessments in ELA (DRA) and Math in grades K-2
- ELPAC
- Reclassification rates for English Learners
- District Assessments in history/social science in grades 7-8
- District Assessments in science in grades 6, 7, and 8
- CAST in grades 5 and 8
- Physical Fitness Tests in grades 5 and 7

Identified Need

Prior CA Dashboard Data, SBAC results, and local assessment data indicate that there is a need to increase academic achievement for all students in the areas of ELA and mathematics. In addition, data indicates a need to close the achievement gap among subgroups, particularly English learners and students with disabilities.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2018-2019 SBA Data - ELA grades 6-8	Percent Met or Exceeded Grade 6 - 48 Grade 7 - 59 Grade 8 - 60	Increase or maintain

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2018-2019 SBA Data - Math grades 6-8	Percent Met or Exceeded Grade 6 - 35 Grade 7 - 38 Grade 8 - 37	Increase or maintain
2018-2019 EL Proficiency SBA: ELA	Percent Met or Exceeded Grade 6 - 5 Grade 7 - 0 Grade 8 - 0	Increase or maintain
2018-2019 EL Proficiency on SBA: Math	Percent Met or Exceeded Grade 6 - 0 Grade 7 - 8 Grade 8 - 12	Increase or maintain
2018-2019 District Assessments - Science grades 6-8	Percent Proficient Grade 7 - 74 Grade 8 - 80	Increase or maintain
2018-2019 District Assessments - History/Social Science grades 7 and 8	Percent Proficient Grade 7 - 24 Grade 8 - 77	Increase or maintain
2018-2019 CAST grades 8	Percent Met or Exceeded Grade 8 - 39.32%	Increase or maintain
2018-2019 Physical Fitness Test grade 7	Percent of students in HFZ 17/18 6 of 6 - 31 5 of 6 - 26 4 of 6 - 12 3 of 6 - 12 2 of 6 - 12 1 of 6 - 5 0 of 6 - 1	Increase or maintain

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 and un-duplicated student populations are served by these strategies.

Strategy/Activity

1.1 A variety of Scholastic created materials will be used to supplement the Language Arts, Science and HSS curriculum. Additional digital resources are available through Discovery Streaming for all core teachers. Students will also benefit from appropriate learning environments through access to earbuds to allow a more focused learning experience while on their computing devices. Moreover, literacy will be supplemented via sustained silent reading books that are related to core instruction. Teachers use these resources in order to facilitate learning outcomes where students use multiple sources to determine conclusions. These resources are also used in concert with teaching strategies to meet the needs of our English Language Learners. Some of the strategies used with these materials include: marking the text, close reading, partner work, the AVID strategy 60 second expert, etc. When students complete an activity, teachers bring those artifacts to our Innovative Learning Collaborative (formally DRS) for discussion and planning for the next instructional steps. Lexia, an English Language Arts program, was purchased as a diagnostic and intervention program and is currently in use. Further, the mathematical counterpart to Lexia, ST Math was also purchased to support student 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)
14,960	LCFF - Supplemental 4000-4999: Books And Supplies Supplemental Materials: Scholastic SCOPE, Scholastic Science World, and all other supplemental materials needed by teachers to support student learning.
33,117	Title I Part A: Allocation 5000-5999: Services And Other Operating Expenditures Purchase an English Language Arts digital program with a diagnostic component including intervention activities for students (Lexia).
18,714	District Funded 2000-2999: Classified Personnel Salaries The Library Media Specialist will staff the library and support literacy development for all students. Activities include and are not limited to: virtual library, virtual read aloud, book delivery to classrooms via online ordering.

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 Professional Development including conferences, trainings, and digital learning will be made available to teachers provided by the District and the school site. Lake Center teachers will also engage in the selection, development and delivery of site based professional development, i.e. AVID, California League of Schools materials, PBIS. Materials, supplies, and/or licenses from these trainings will be available to teachers.

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)
4000	LCFF - Supplemental 4000-4999: Books And Supplies Additional supplementary materials.
15000	LCFF - Supplemental 5800: Professional/Consulting Services And Operating Expenditures Teachers will have the opportunity to benefit from attendance at the California and National Schools To Watch conferences. These conference are rich with professional development sessions crafted by both leaders in the field and designated Schools To Watch. Teachers can learn new strategies to apply in their classrooms to assist students.
7,000	LCFF - Supplemental 4000-4999: Books And Supplies Professional literature, resources, and digital licenses will be purchased as needed to support our areas of focus. Professional literature is often determined by teacher leaders, during professional development, or at Innovative Learning Collaborative sessions.
3000	LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures Teachers will benefit from professional development activities coordinated by Lake Center site teams such as: Schools to Watch activities, professional development directed via our SLT and SALT, and other professional learning activities selected through ILC meetings.

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 Core teachers will assess all students using teacher created assessments and district common assessments. This data will be used during grade level subject area Innovative Learning Collaborative sessions (Data Reflection Sessions) 5 times throughout the year. The purpose of the Innovative Learning Collaborative meetings will be to analyze and discuss assessment results, review and discuss student work artifacts, as well as identify instructional strategies to address student needs and support continuous improvement. In the past, general education teachers were the primary participants in ILC meetings as the assessments administered to their students drove the conversation during these sessions. As DRS has changed over time with increased focus on student learning and assessment results as well as the name of these meetings, the participants in the ILC meetings has expanded. Additional expertise is provided by both the Resource Specialist (RSP) teachers of special education students and the teachers for students who are Learning Handicapped (LH). With the increase of the number of participants and expertise during ILC, there is time spent discussing actual evidence of student learning via work samples and the instructional strategies used for those work samples. Particular emphasis centers around the continuous improvement process.

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)
16272	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries ILC Sessions - Teachers will attend ILC sessions at least 5 times per year.
2000	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries The Student Study Team will monitor student progress and provide recommendations for interventions and supports.
15000	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Before/During/After School tutoring will be offered to students as needed to fill in instructional gaps, with a particular focus on EL students and students in transition or foster care. Students may attend tutoring with an available teacher.

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

1.4 Teachers will calibrate assessments and instructional strategies with a focus on English Learners and RFEPs via student work and observation of students in various classrooms.

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 Instructional collaboration will take place across content areas.
1200	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries English Learner progress toward proficiency will be monitored according to district criteria, and recommendations for re-designation will be made when the criteria is met. This will be shared during a re-designation ceremony during ELAC.
3500	Title III 1000-1999: Certificated Personnel Salaries EL Coordinator will attend monthly district meetings and assist in monitoring data and providing additional instructional support.
1999	District Funded 1000-1999: Certificated Personnel Salaries Student Achievement Leadership Team (SALT) will meet periodically to analyze data and monitor our School Implementation Plan for 2021-2022. Further, the sub committee from SALT, the Site Leadership Team (SLT) will also guide efforts for continuous improvement. Further, this team will help develop our next steps regarding conducting Learning Rounds where teachers visit each others classes to observe student work outcomes.

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

1.5 Support an intervention program where students are placed in support or enrichment classes based on evidence.

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)
74977	Title I 1000-1999: Certificated Personnel Salaries Intervention class placements for students. Student needs will be identified and used for 3rd period class placement in intensive, targeted, or enrichment courses. This process is conducted by our site Interventionist.
3791	LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures Ongoing support and repair for technology, software, hardware, networking, and supplies will be provided to support instruction.

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

1.6 Support the AVID program by providing site based AVID training for both AVID elective and content teachers in AVID strategies, and by supporting AVID site co-coordinators.

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)
2000	District Funded 1000-1999: Certificated Personnel Salaries District AVID Coordinator - District Coordinator oversees the AVID program for LLCSD District Funded 2000-2999: Classified Personnel Salaries AVID Tutors.
2000	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Support two site AVID coordinators who are responsible for overseeing the Lake Center AVID program. District Funded

5000-5999: Services And Other Operating Expenditures
AVID Center Subscription.

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

1.7 Support a site GATE coordinator who is responsible for overseeing the Lake Center GATE program and fund for Enrichment for All

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)
3000	District Funded 4000-4999: Books And Supplies Materials will be purchased to support Enrichment for All.
5000	District Funded 5000-5999: Services And Other Operating Expenditures Materials, assemblies, will be purchased for GATE activities
1500	District Funded 1000-1999: Certificated Personnel Salaries GATE Coordinator will support all GATE activities

Annual Review

SPSA Year Reviewed: 2020-21

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

ANALYSIS

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

Using classroom formative assessments and/or student work artifacts, site level common assessments and district level benchmark assessments, student progress in all core content areas will be regularly monitored and discussed through regularly scheduled Innovative Learning Collaborative (ILC) meetings formally called Data Reflection Sessions (DRS). This supports the efforts of our Title I funded Interventionist to place students into intervention classes based on their

academic progress as discussed in the ILC. Moreover, District provided professional development activities (i.e. Site Achievement Leadership Team, Site Leadership Team) has increased alignment with site level instructional initiatives and expected outcomes. As support for these initiatives, teachers are granted release time to observe their colleagues deliver lessons to students to determine the Depth of Knowledge Levels (DOK) of student outcomes and to calibrate these outcomes as part of ILC discussions. In addition, English Learners are placed in ELD intervention classes based on their ELPAC language level rather than grade level. Students learning English as a second language benefit from our ELD program.

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

The process of teacher to teacher observations of student work occurred systematically prior to the pandemic impacts. Members of the Site Achievement Leadership Team (SALT) created a schedule for core teachers to observe each other's students in their classes completing independent work. As a result, all core content teachers were present in each other's classes, at least once in 2019-2020, to observe student DOK outcomes. This activity helped to align our practices regarding DOK levels and increased the ability of Lake Center teachers to offer feedback and suggestions for struggling learners. More importantly to assist all students with learning outcomes. During distance learning caused by the pandemic, observations of each other's students occurred, albeit with a less systematic approach. For the 2021-2022 school year, Lake Center plans to re-institute Learning Rounds as a continuous improvement strategy.

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

Our commitment of "Core content area teachers will be asked to commit to observing students in their colleagues classes at least 2 times per year," was not feasible due to impacts associated with COVID 19. Upcoming ILC meetings will be modified this year to include components regarding successes and challenges with Distance Learning and how these new approaches can be integrated, sharing best practices and strategies, and monitoring our un-duplicated pupils and all students. Lake Center currently has Title I funds allocated for parent outreach, the purchase of the ELA online program Lexia, and budgetary support for our Interventionist position. Our site Interventionist assists with placing students in our intervention program, supporting struggling learners, and supporting all learners. Curriculum associated with English Learners will continue.

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

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

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

Identified Need

Students learn best in an environment that is clean, safe, and secure under the supervision of a highly qualified staff. In addition, they need access to standards-aligned textbooks and instructional and basic supplies to support their growth and learning.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
FIT - Facilities inspection tool	100% of facilities with a good/excellent rating	Maintain
Qualified staff	100% of staff members are highly qualified	Maintain

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Sufficiency of standards-aligned instructional materials	100% sufficiency based on Williams board resolution	Maintain
Student transportation, as required by IEPs and safety criteria	100% of eligible students have access to student transportation	Maintain
Basic supplies and services	100% of sites have basic supplies and services based on allocated base funds	Maintain

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

2.1 Basic supplies and services will be purchased to support student 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)
33,870	General Fund 0001-0999: Unrestricted: Locally Defined Basic supplies will be purchased to support student learning.

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 Students will be provided with district adopted textbooks.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
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District Funded
4000-4999: Books And Supplies
Teachers will verify that students have all the necessary textbooks of the district adopted programs. The principal will assist in ensuring that any missing items be given to teachers during the first week of school.

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 Students will be provided with facilities that are in good to excellent condition conducive to student 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)

None Specified
None Specified
Principal will conduct campus walk throughs to ensure that facilities are safe and remain in good conditions. Work orders will be submitted, if needed.

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

2.4 Students will have access to district-adopted California State Standards aligned textbooks and/or instructional materials.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

District Funded
4000-4999: Books And Supplies
Purchase adopted books and materials, and any supplemental materials

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

2.5 Transportation will be provided to students who have an IEP that specifies this service.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

District Funded
5000-5999: Services And Other Operating Expenditures
Provide transportation for students in Special Education whose IEP's specify this service.

Annual Review

SPSA Year Reviewed: 2020-21

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

ANALYSIS

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

The actions and services for Goal 2 were implemented as planned to achieve the articulated goal. Students and staff had access to the basic materials and supplies they needed to support student learning. The campus was maintained daily to ensure a safe and orderly environment for all students and staff. Periodic walk-throughs and inspections were conducted, and any issues were reported in a timely manner. Work orders were created for any needs or concerns. The district hired 100% highly-qualified teachers to instruct students. One hundred percent of students were provided access to district-adopted standards-aligned textbooks and/or instructional materials to address the appropriate grade level California State Standards, including 1:1 computers for students to take to/from school when needed. Students whose IEP's indicated transportation was necessary were provided with this service.

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

This year, we are back to in-person learning after being in a digital or modified learning environment due to the impacts of the global pandemic associated with COVID-19. New this year, every student was issued a computer to bring to/from school to home. Lake Center teachers continue to utilize the instructional technology resources used while in distance learning to benefit student learning outcomes.

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

For the 2021-2022 school year, Lake Center students are back to full day in person learning. Layers of protocols are in place to keep students, staff, and teachers safe including increased ventilation, air purifiers, distanced student seating in classrooms, increased hand washing and sanitation, vaccination opportunities and on site COVID testing opportunities.

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

Stakeholder Engagement

LEA/LCAP Goal

Stakeholder Engagement will be inclusive, strategic and purposeful, as measured by (metrics):

1. Parent Survey Response Rate
2. Parent Satisfaction Survey Rate
3. Parent Engagement Results (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

Goal 3

Stakeholder Engagement

Stakeholder Engagement will be inclusive, strategic and purposeful, as measured by (metrics):

1. Parent Satisfaction Survey Response Rate
2. Parent Satisfaction Survey Results
3. Parent Engagement Results (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

Identified Need

Previous attendance rates below indicate that there is a need to focus on strategies to improve student attendance. Prior student school connectedness rates below, which survey students' perception of belonging to their school community, show that there is a continued need to strengthen students' connection to school. Previous parent survey response rates below indicate the importance of continuing to build relationships with families and keeping home - school communication strong.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2020-2021 LCAP Parent Survey Response Rate	43%	Increase
2020-2021 LCAP Parent Survey, Student Achievement: My school provides my child with strong academic instruction.	91%	Maintain at or above 95%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2020-2021 LCAP Parent Survey, Conditions for Learning: My child's school facilities are clean, safe and in good condition.	93%	Maintain or increase
2020-2021 LCAP Parent Survey, Stakeholder Engagement: I am aware of school events and meetings.	89%	+1 until 90% or greater
2020-2021 LCAP Parent Survey, School Climate: I have a positive relationship with my staff at my child's school.	92%	Increase
2020-2021 LCAP Parent Survey, Overall: In general I am satisfied with my child's school.	90%	Increase
2019-2020 Attendance Rates	96.75%	Maintain at 97%
2019-2020 Chronic Absenteeism Rate	4.1%	Decrease by 1%
2019-2020 Middle School Dropout Rate	0%	Maintain at 0%

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 Provide multiple parent engagement and parent involvement opportunities

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)

600

Source(s)

Title I Part A: Parent Involvement
2000-2999: Classified Personnel Salaries
Digital family event support including: Back-to-School Night, Open House, AVID Parent Nights.

	None Specified None Specified Provide opportunities for parent leadership through PTO, SSC, ELAC.
2163	LCFF - Supplemental 4000-4999: Books And Supplies Parent and family outreach activities such as Padres Y Pan.
600	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Increase communication between school and home through social media, the website, flyers and newsletters, email, and phone messages.
1000	LCFF - Supplemental 4000-4999: Books And Supplies Necessary supplies and digital informational materials will be purchased to support parent engagement activities such as video production.

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 A variety of school engagement and participation activities will be planned to increase students' connectedness to the school and its culture.

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)

8000

Source(s)

LCFF - Supplemental
 4000-4999: Books And Supplies
 Implement team structure and school-wide incentive program to encourage class participation and engagement that may include:

- Team competitions
- Student selected incentives
- Leopard \$\$
- Trophies and medallions
- Classroom and team incentives

1000

LCFF - Supplemental
 5000-5999: Services And Other Operating Expenditures

	Student of the month yard signs will be provided to awarded students.
2000	LCFF - Supplemental 4000-4999: Books And Supplies Support for individual teacher incentives for students.
4000	LCFF - Supplemental 4000-4999: Books And Supplies Academic achievement awards (i.e. honor roll).
1000	LCFF - Supplemental 4000-4999: Books And Supplies Student attendance incentives.
1000	LCFF - Supplemental 4000-4999: Books And Supplies Purchase Lake Center decorative curtains and table cloths for parent student photos.
5000	LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures Purchase motivational banners, regalia, college awareness merchandise and Lake Center branded student gear to support student well being and motivation.
2280	LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures A digital incentive system will be used to motivate students regarding our PBIS program
1000	LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures Postage to mail incentives to students as needed.
500	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries College-going culture activities

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 Support a site ASB coordinator who is responsible for overseeing the Lake Center student leadership program 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)
2,000	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Support ASB Advisors hourly pay
2,000	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Support student creative writing by maintaining the stipend for the yearbook and student newspaper advisor.

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

3.4 All students can use a student planner, at no cost, to support them academically and to help facilitate effective communication between teachers and administrators and the parents.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
3270	LCFF - Supplemental 4000-4999: Books And Supplies All students are issued, at no cost, a planner to support them academically and to help facilitate effective communication between teachers and administrators and the parents. The planner also has pertinent site information included

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

3.5 Communication systems such as Parent Portal will be used to effectively communicate with parents.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	District Funded 5000-5999: Services And Other Operating Expenditures The Parent Portal system, a component of our Student Information System, will be regularly used as a resource for parents to keep current with student schedules, grades and progress.

Strategy/Activity 6

Students to be Served by this Strategy/Activity
 (Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity
 3.6 WEB will continue in its seventh year of implementation.

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)
3525	LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures Continue WEB implementation to support incoming 6th grade students.

Strategy/Activity 7

Students to be Served by this Strategy/Activity
 (Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity
 3.7 Lake Center SART and SARB Teams will assist in monitoring school attendance as available. Student attendance will be monitored by the school site. Instances of poor or irregular attendance will be addressed with 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)

	<p>None Specified None Specified School administration will work closely with District Attendance Clerk, SFS Youth Intervention, and SART/SARB/ACT representatives as available.</p>
<p><i>Handwritten notes in blue ink:</i> ...with the district attendance clerk, SFS Youth Intervention, and SART/SARB/ACT representatives as available.</p>	<p>None Specified None Specified Parent conferences will be held with students who are chronically absent. Contracts and supports are put in place.</p>
	<p>None Specified None Specified Letters and phone calls will be made by the attendance clerk, school counselor/family liaison and/or administration to families of students with attendance issues.</p>
	<p>None Specified None Specified Attendance is addressed in parent conferences, ELAC, and other parent meetings to ensure that parents understand the importance of attendance.</p>

Annual Review

SPSA Year Reviewed: 2020-21

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

ANALYSIS

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

- Stakeholder Engagement will be inclusive, strategic and purposeful, as measured by (metrics):
1. Parent Survey Response Rate
 2. Parent Satisfaction Survey Rate For: Student Achievement, Conditions for Learning, School Climate, and Overall Satisfaction.
 3. LCAP Parent Survey Regarding Engagement (District and Site SMART Goals)
 4. Student School Connectedness Rate (Grade 7)
 5. Attendance Rate
 6. Chronic Absenteeism Rate
 7. Middle School Dropout Rate

Due to the COVID-19 pandemic the above metrics were modified. Multiple surveys were provided to parents regarding school reopening plans. In addition, our parent LCAP survey contained some of the elements listed above. For instance, 91% of parents that responded believe Lake Center provides their child with strong academic instruction. Regarding conditions for learning, 93% of

those that responded indicate that Lake Center is clean, safe and in good condition. Under school climate, 92% of respondents answered that they have a positive relationship with staff at my child's school. 92% of those parents responding are generally satisfied with their child's school. In respect to engagement, 94% of parents said they are aware of parent education and parent leadership opportunities. Lake Center's student connectedness rate was 82%. Moreover, Lake Center's rate for student safety was 94%. While our attendance rate did dip last year to 85.45 from 96.75, our student stability rate (the percentage of students in 8th grade that were previously enrolled last year as 7th grade students) was at 94%. This indicates the stability of Lake Center households and that Lake Center has a quality instructional program compared to other area schools.

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

The beginning of the 2021 school year was positive in that Lake Center welcomed back our entire student body. Prior, students were either in a distance learning model or hybrid instructional day. With 2021, students came back to campus with a level of normalcy they sought. Due to the prior year and a half, parent surveys were geared toward practical applications such as interest in returning to full time in person instruction, the option to place their child in an independent study program rather than be in person, etc. The overall goals of the surveys were to allow parents a voice in the decision making process regarding to the COVID pandemic and options for their children to learn in the environment best suited to their needs. In addition, our typical survey given to parents was revamped and aligns with our LCAP goals. This survey was administered during the 2020-2021 school year.

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

Metrics 1-4 above had a slight change in process and are now included in the District LCAP survey as one survey.

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

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 Results (Grades 5 and 7)
4. Parent Safety Survey Results

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 Results (Grades 5 and 7)
4. Parent Safety Survey Results

Identified Need

Previous student and Parent Safety Survey results indicate a need to continue building multi-tiered systems of supports such as Positive Behavior Interventions and Support (PBIS), access to school counselors, and social-emotional learning. In addition, students thrive in a positive school climate where positive reinforcements and motivational activities consistently engage students. The data below is from 2018-2019. During the 2019-2020 school-year, a global pandemic caused school closure beginning on March 16, 2020. Schools did not fully reopen to all students until the start of the 2021-2022 school year.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2020-2021 Suspension Rate	0%	Maintain or decrease
2020-2021 Expulsion Rate	0%	Maintain or decrease
2020-2021 Student School Safety HKS Survey Results (7th)	94%	Maintain at or above 90%
2020-2021 Parent Safety LCAP Survey Results	89%	Maintain at or above 95%
2020-2021 Student Safety LCAP Survey Results	95%	Maintain

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 Partnership with City of Santa Fe Springs Youth Intervention Program, Chamber of Commerce, SFS Library, Norwalk Youth Intervention will continue throughout the 2021-2022 school year as feasible.

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 None Specified Continue to work in conjunction with city agencies to provide outside support and service for our students.

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 Lake Center guidance counselor and K-8 school counselor will continue to assist in the planning and organizing of anti-bullying programs and presentations and provide services to all students, specifically those who are "at risk." In addition, we will continue to foster relationships with agencies including Pacific Clinics, Turning Point, LA CADA, and the Whole Child in order to provide outside resources to students and families in need.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	District Funded 1000-1999: Certificated Personnel Salaries Counseling support including: anti-bullying presentations, conflict resolution, college awareness, mentorship, suicide prevention,

identify counseling, focus on friendship and kindness will take place throughout the school year.

District Funded
1000-1999: Certificated Personnel Salaries Counselors (District and Turning Point) will provide support to students to target students in the areas of social and emotional wellness and development.

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

Strategy/Activity

4.3 In partnership with the District, Lake Center will monitor, practice and improve school safety and emergency practices and procedures. In addition, school safety procedures, related to the global pandemic, in accordance with the LA County Department of Public Health and the California Department of Public Health will be followed.

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
None Specified
Emergency Procedures will be established and practiced throughout the year.

District Funded
5000-5999: Services And Other Operating Expenditures
Safety procedures and protocols related to COVID 19 will be followed.

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

4.4 All students will participate in Second Step, a Social Emotional Learning Program (SEL).

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

District Funded
1000-1999: Certificated Personnel Salaries
Teachers will engage students in SEL lessons throughout the week. Dedicated time is provided for delivery of this curriculum.

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

4.5 Lake Center will begin year six of PBIS.

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)

2500

District Funded
5000-5999: Services And Other Operating Expenditures
School-wide PBIS expectations will be taught, reinforced, and monitored to promote safety and positive student relationships. Costs are associated with substitute coverage to allow the pBIS team to rotate the entire students body to stations teaching them specific expectations at each location, i.e. cafeteria, restroom, locker rooms, lunch tables, etc. This allocation allows three days of release time for the PBIS team.

None Specified
None Specified
Alternatives to suspension will continue to be used to address behavior concerns.

14000

LCFF - Supplemental
4000-4999: Books And Supplies
Materials for PBIS include incentives for students and general operating expenditures. These purchases will be determined via students and the PBIS team.

Annual Review

SPSA Year Reviewed: 2020-21

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

ANALYSIS

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

When the COVID pandemic and school closures impacted students and the school community, additional impacts occurred. Many of the activities typically conducted had to be cancelled due to risk of virus spread. In order to continue motivating and recognizing our students during school closure, many of our activities transitioned to remote locations or nuanced recognition. For instance, students that achieved perfect attendance received a gift card for their efforts. In addition, students that achieved at high levels and were recognized as being on the Lake Center honor roll, these students also received a gift card. Distribution occurred via curbside celebrations. To support these efforts, Lake Center purchased cardboard likenesses of the Assistant Principal and and Principal for students and families to take photos with. In addition, additional student recognition occurred for students via Student of the Month and our Lexia program English Language Arts contest. Many students were surprised when a pizza arrived at their place of learning including the work offices of their parent. Now that we are back in person and expenditures are expected to be more regular we are keeping track of our budget with a mechanism for ongoing regular expenditure audits to eliminate peaks and valleys for spending. This year an allocation of \$14,000 was dedicated to PBIS activities. Expenditures to date provided much needed signage to assist students traversing and knowing the Lake Center campus, as well as PBIS expectations. Our counseling team will also be seeing students in person and have planned a number of events this year that support our monthly themes such as friendship, bully prevention, and college and career.

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

The pandemic and related school closures had a great impact on our programs. In prior years, spending was sometimes uneven. A tool is being used to track monthly spending to ensure consistent expenditures and purchases throughout the current year. During the pandemic, all activities had to be altered. We are currently in the process of rebuilding our in person campus activities.

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

Minimal changes will be made to this goal or the outcomes. Now that we are back to full-time in person learning with an onsite student body, our counselors will meet with students, ongoing campus engagement activities will be planned via the PBIS team, and we will continue operating with enhanced safety measures.

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	\$317,338.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
Title I	\$74,977.00
Title I Part A: Allocation	\$33,117.00
Title I Part A: Parent Involvement	\$600.00
Title III	\$3,500.00

Subtotal of additional federal funds included for this school: \$112,194.00

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

State or Local Programs	Allocation (\$)
District Funded	\$32,713.00
General Fund	\$33,870.00
LCFF - Supplemental	\$138,561.00
None Specified	\$0.00

Subtotal of state or local funds included for this school: \$205,144.00

Total of federal, state, and/or local funds for this school: \$317,338.00

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
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Expenditures by Funding Source

Funding Source	Amount
District Funded	32,713.00
General Fund	33,870.00
LCFF - Supplemental	138,561.00
None Specified	0.00
Title I	74,977.00
Title I Part A: Allocation	33,117.00
Title I Part A: Parent Involvement	600.00
Title III	3,500.00

Expenditures by Budget Reference

Budget Reference	Amount
0001-0999: Unrestricted: Locally Defined	33,870.00
1000-1999: Certificated Personnel Salaries	123,548.00
2000-2999: Classified Personnel Salaries	19,314.00
4000-4999: Books And Supplies	65,393.00
5000-5999: Services And Other Operating Expenditures	60,213.00
5800: Professional/Consulting Services And Operating Expenditures	15,000.00
None Specified	0.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
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1000-1999: Certificated Personnel Salaries	District Funded	3,499.00
2000-2999: Classified Personnel Salaries	District Funded	18,714.00
4000-4999: Books And Supplies	District Funded	3,000.00
5000-5999: Services And Other Operating Expenditures	District Funded	7,500.00
0001-0999: Unrestricted: Locally Defined	General Fund	33,870.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	41,572.00
4000-4999: Books And Supplies	LCFF - Supplemental	62,393.00
5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	19,596.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF - Supplemental	15,000.00
None Specified	None Specified	0.00
1000-1999: Certificated Personnel Salaries	Title I	74,977.00
5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	33,117.00
2000-2999: Classified Personnel Salaries	Title I Part A: Parent Involvement	600.00
1000-1999: Certificated Personnel Salaries	Title III	3,500.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	226,030.00
Goal 2	33,870.00
Goal 3	40,938.00
Goal 4	16,500.00

School Site Council Membership

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

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

Name of Members	Role
Jack Sokoloff	Principal
Julie Florez (year 1)	Classroom Teacher
Kirk Kranzer (year 2)	Classroom Teacher
Jonathan Palomino (year 2)	Classroom Teacher
Evan Prenovost (year 2)	Classroom Teacher
Beth Raff (year 2)	Other School Staff
Dora Sandoval (year 1)	Parent or Community Member
Elizabeth Oregel Martinez (year 1)	Parent or Community Member
Bernice Karnsithrong (year 2)	Parent or Community Member
Alfredo Barocio	Secondary Student
Carisma Jones	Secondary Student
Isabella Rodriguez	Secondary Student

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.

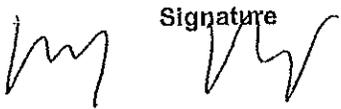
Recommendations and Assurances

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

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 September 27, 2020.

Attested:



Principal, Jack Sokoloff on 9/27/21

SSC Chairperson, Carisma Jones on 9/27/21

Carisma Jones

FastBridge ELA Data 2020-2021						
National Percentile						
	All	EL	LI	SWD	Hispanic	Homeless
Total	41.12	12.37	36.54	12.56	40.45	29.45
6	45.73					
7	40.91					
8	37.71					

FastBridge Math Data 2020-2021						
National Percentile						
	All	EL	LI	SWD	Hispanic	Homeless
Total	44.88	19.71	40.75	15.5	44.2	31.16
6	47.68					
7	41.16					
8	45.86					

