

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
Lakeside Middle School	19647176015069	September 24, 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.

The purpose of a School Plan for Student Achievement (SPSA) plan is to guide the school problem-solving and planning process throughout the year and help identify and organize strategies and resources that will lead to increased student achievement. The school site council is responsible for the development, annual review, and update of this plan. The content of the SPSA shall be aligned with goals for improving student achievement and address how funds will be used to improve academic performance. The evaluation of the effectiveness of the instructional program will be based on an analysis of verifiable student data and annual updates will reflect the appropriate modifications to the program.

The Federal and State Education Programs plan writing unit in conjunction with the Los Angeles County Office of Education provides technical assistance to our school districts to support our schools in developing a compliant and appropriate SPSA based on district, state and federal guidelines. Lakeside's plans for effectively meeting ESSA requirements in alignment with LCAP and other federal, state and local programs include the continued implementation of effective practices such as, Data Reflection Sessions and first period Response to Intervention programs. We also

plan to participate in research based professional development with a focus on strategies that support all students, especially English Learners and at risk students. All expenditures are aligned with LCAP goals and all state and federal requirements. Plan developed in collaboration with teachers and parents

SSC meets regularly to review and update plan including proposed expenditures of Title 1. School goals are based on: needs assessment, state data (SBAC, CA Dashboard, ELPAC, reclass rates), and local assessments. School goals are aligned with LCAP and include the same overarching goals and metrics. SPSA addresses LCFF and Title 1 funds which are used to support all students, improve student performance, and close the achievement gap. In addition to academics, the plan supports school climate and social-emotional development.

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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).

Lakeside Middle School conducts two important surveys which help to inform staff and school committees about the successes/needs of the school. First, all parents of seventh grade students participate in the "Parent Satisfaction Survey." This survey helps to shed light on parent perceptions about the school and helps to identify areas for growth/improvement in terms of community outreach. Unfortunately, due to the COVID-19 Pandemic which resulted in our school closing from March - June, we were not able to administer this survey.

Another important survey conducted at Lakeside was the Healthy Kids survey. This survey was completed by all 7th grade students at Lakeside (188 students). This survey aimed to gather data related to student perceptions about school and student perceptions about safety and overall well-being at school. The results from this survey were positive. Generally speaking, the results showed that students felt safe at Lakeside, felt they were treated with respect, and felt they had people who cared about them at school. Specifically, about 90 percent of students responded positively (answered yes or mostly yes) to a question which asked if they felt safe at school. Next, about 90 percent of students responded positively (yes or mostly yes) to a question which asked if there was a teacher or adult who encourages/motivates/wants them to do their best at school. Next, 90 percent of students agreed that there was a teacher or adult on campus who believed that they could be a success. Altogether, these responses showed that students perceived staff to care about them, believe in them, and made school a positive experience for students. One area for growth was identified when only 51 percent of students believed that they "helped make a difference" at the school. As a school that aims to be collaborative and inclusive for all stakeholders, Lakeside can work harder to include students in future decision-making processes. This statistic shows that students do not believe they have opportunities to make a meaningful impact in the community. Lakeside staff must do more to provide students with opportunities to give back to the community or engage in community service or outreach programs.

Classroom Observations

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

Due to COVID -19 county and state requirements, teachers and students are participating in distance learning to provide and receive access to the core curriculum, respectively. Administrators visit Zoom meetings in which instruction is delivered by the teacher. The strategies that are typically observed during on campus instruction are modified to accommodate the digital platform in use this year. For example, although students may have the option to answer questions aloud, they also have the option to type in their responses in a chat box. During hybrid instruction, classroom observations will be conducted on a regular basis. Administrators (Principal, Assistant Principal, and District Administrators) will safely make frequent visits to ensure that quality instruction is provided in each classroom. Typically, the Superintendent will make at least one visit per school year to each classroom at Lakeside. In addition to these visits, the Principal and Assistant Principal will make frequent informal visits (as many as once per week when necessary) in order to observe teaching strategies and student behaviors in action. Typically, the visits are focused on observations of key

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

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

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

Lakeside utilizes data provided from state assessments (SBAC) to make necessary adjustments to instructional learning. Scheduling the Response to Intervention (RTI) classes is directly affected by SBAC results. Due to COVID -19 and the ensuing closure of the school, the SBAC 2020 was not administered. Therefore, SBAC 2019 scores and 2020 common assessments were reviewed to indicate what RTI intervention or elective classes students would take in the current 20-21 school year. As explained in previous sections, RTI is Lakeside's Period One Intervention Program. This program plays a critical role in modifying instruction to improve student achievement. It allows Lakeside teachers to provide individualized support based on specific target areas that are identified by the test data. Students who score "Not Met" are grouped together in the Intensive Level Intervention so they can get specific support tailored to their needs. Students who scored "Nearly Met" or minimally "Met" are grouped together in the Targeted Level of intervention so they can get specific support tailored to their needs. They receive instruction at these levels and after results are collected from final exams at the end of each Trimester, they are either moved to a higher or lower level intervention class or they remain in the class, depending on their individual needs. This also applies to students in the Enrichment Level and Band/Chorus classes. If their test results indicate a drop in performance, students are placed on probation, parents are contacted and if progress is not made, the student is moved to a level that will better serve their needs (i.e., Intensive or Targeted). Students in the AVID, Journalism, Chorus and ELD classes take those classes for the entire year and are not part of the movement that may take place at the end of every trimester in the Intensive or Targeted classes. However, with the exception of ELD students in the other "entire year" classes may exit them if they do not demonstrate progress or cooperation.

In addition to the SBAC results, Lakeside utilizes data from District Common Assessments which students take every six weeks in core classes (ELA, Math, Science, and Social Studies). These tests are standards-based and provide feedback for teachers, interventionist, and site administrators to make timely adjustments to teaching methods and/or class activities. Based on the results from these tests and the SBAC, students are provided with proper support to help improve performance on future instruction and future assessments through assignment to the proper RTI class. Data from State Assessments is also reviewed at various committee meetings such as ELAC, SSC, and Leadership. This data is used to plan for future instructional needs. For example, data from the 2018-19 SBAC test revealed that students at Lakeside struggled with mastering various mathematics concepts. This area of growth was identified as a "focus point/need" by district personnel and stakeholders at Lakeside. In order to modify instruction and make improvements to curriculum, Lakeside took several actions. First, Lakeside utilized Teachers on Special Assignment (TOSA) who provided additional support to math teachers and helped to plan standards-based instruction targeting specific student needs. Second, Lakeside math teachers participated in a "Lesson Study" where they observed a colleague teaching a specific lesson with the intention of observing student engagement and student performance. After the observations, the teachers participated in reflective practices to make adjustments for future lessons with the intention of providing a better standards-based curriculum to meet the specific needs of Lakeside students. According to 2018-19 data, progress has been made in mathematics on the SBAC test but work towards improvement continues. Considering that we now understand the components of SBAC data more than we did 5 years ago, our focus has changed narrowed to understanding the importance of Achievement Level Descriptors and Depth of Knowledge thinking levels. As we analyze common assessment results, our discussions are aimed at our next steps for improvement.

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

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

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

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All teachers at Lakeside must have an appropriate Teaching Credential and are fully certified/licensed with the state of California. Lakeside currently employs 30 full-time permanent teachers. Every teacher has maintained the necessary credentials to teach the classes to which they are assigned. Of the 29 full-time teachers, 11 hold a single-subject credential in the content area for which they teach. The remaining 18 teachers hold multiple-subject credentials and have the appropriate authorizations to teach the single-subject course to which they are assigned.

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

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

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

In addition to these professional development days, Lakeside teachers also have access to various professional development opportunities hosted at Los Angeles County Office of Education (LACOE). In recent years, many Lakeside teachers have taken advantage of these offerings. Also, in recent years, teams of teachers have been sent to LACOE trainings centered around AVID strategies such as Critical Reading Strategies, Socratic Seminars, and Collaborative Work Strategies. These training sessions were aimed at achieving the AVID Schoolwide goals. In addition to these PD opportunities, many teachers seek independent opportunities to which Lakeside makes every effort to accommodate.

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

LLCSD currently has a robust staff development program. There are three key areas that Lakeside has identified as important for staff development. First, Lakeside staff are participating in a series of training for a variety of digital platforms including, FastBridge, Lexia, Google Classroom, BrainPop/ELL, PearDeck, NearPod, DiscoveryEd among others, led by our TOSAs or by consultants. Lakeside teachers will participate in three professional development days during which they will learn how to use these digital platforms. Second, Lakeside math teachers received additional staff development when the district hired a team of Teachers on Special Assignment (TOSAs). These TOSAs worked closely with all math teachers at Lakeside to help them refine curriculum to meet the new demands of the new California Content State Standards (CCSS). In the past, teachers participated in a series of lesson studies and currently, they have begun grade level articulation and its impact on student learning. This staff development is ongoing and will continue to support math teachers in the coming years.

Lakeside, as well as all LLCSD, teachers have a rich history of professional development. In past years, language arts, math and history/social science teachers participated in literacy training with author Releah Lent (This is Disciplinary Literacy, 2107), and ELD strategies (with Ivannia Soto); while science teachers (continue to) engage in phenomena based training with the UCLA Science Project and create "storylines" that reflect the Next Generation Science Standards. PE teachers have trained with LACOE in classroom management, physical fitness test preparation strategies and differentiation for students with disabilities. RSP teachers will continue to train with general ed teachers in co-teaching and will also attend the CARs plus conference (California RSP). Each of these staff development opportunities are data-driven as Lakeside staff recognized a particular need in each of these focus areas. Currently, in 20-21, digital learning has been the focus of professional development. District ELA, Math and Technology Teachers on Special Assignments (TOSA's) provided training on a series of digital platforms including, Google Suite, Brain Pop!, A to Z Learning, EdPuzzle, Kami, Lexia, SuccessMaker and Discovery Ed (History/SS)

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

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

Lakeside has access to a Technology TOSA who serves to help teachers infuse technology into daily lessons. The Technology TOSA support teachers on a "as needed" basis. Teachers can request the Technology TOSA to support them with online assessment, various troubleshooting, lesson designs, differentiation for diverse learners, Project-Based Learning opportunities, etc. The Technology TOSA offers their expertise to support the teachers in any way possible. Since every teacher has a different comfort level when it comes to implementing technology into the classroom, the TOSA serves to encourage and support them in the ongoing effort to bring technology to every lesson.

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

Lakeside also has access to a Science TOSA who provides professional development for science teachers through the consulting services of UCLA Science Project. This TOSA will serve to facilitate and support the implementation of Next Generation Science Standards (NGSS). For teachers at Lakeside, they will utilize this TOSA to get support in developing phenomena-based lessons that take real-world situations and build connections to science standards. The TOSA will observe lessons, provide feedback, and provide recommendations for future lessons. The role and purpose of the Science TOSA is very similar to the role of the Math TOSA.

In addition, two ELA/ELD TOSA's have been hired and work with both elementary and middle school teachers. This work will include articulation between grade levels and ongoing support for teachers. In addition, this TOSA will work closely with the ELD teacher to support language development strategies into their curriculum.

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

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

First, Wednesday team time is an important aspect of teacher collaboration. Each Wednesday, Lakeside releases students early in order to provide a structured time for teachers to meet with colleagues and collaborate on various projects, lessons, and assessments. There is a rotating monthly schedule for the goal of each Wednesday session. Sessions can focus on content teams, intervention/enrichment teams, grade level teams, and whole grade level time. This allows for teachers to meet and plan with their different partners on a consistent basis. In addition, teachers meet by grade level and content area once every 6-week session to collaborate in the articulation process. This process is facilitated by the site principal.

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

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

Teaching and Learning

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

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

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

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

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

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

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

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

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

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

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

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

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

Opportunity and Equal Educational Access

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

Social equity is an important part of providing developmental and academic opportunities and access to core and supplemental curriculum and instruction to all students. All staff participated in the Schools to Watch self study survey in May, 2018, and results indicate that all students at Lakeside receive equitable services. Items on the survey are detailed in parenthesis in the following analysis.

In the domain of Social Equity, there was a 60% increase in the number of criteria that improved in ratings, while 20% remained the same and 20% decreased. All students participate in heterogeneous classes with high teacher expectations. These criteria speak to staff belief in student abilities to perform, active support, and flexible interventions. Most of the teachers open their classrooms during nutrition and lunch to offer tutoring. Many tutor their students afterschool as well. During Early Release Wednesdays' Period One Intervention, they counsel students and offer academic advisement using the student data program, PowerSchool, to show their students their current grades and set goals for improvement. In class, teachers use technology creatively to deliver instruction, incorporating AVID strategies and other effective strategies they have learned throughout the years to engage all students. The relationships between teachers, classified employees, administrators and students are nurturing. Examples of this are reflected in results from the 2020 Healthy Kids Survey which indicate that 85% of students feel close to the people at school; 89% of students feel that there is a teacher or some other adult who always wants them to do their best; and 91% of students feel that there is a teacher or some other adult who believes that they will be a success. Another area in which there was a significant increase was in the area of access to valued knowledge in all classes and activities. In order to provide access to knowledge and resources other than textbooks, students have immediate access to technology in all core classes. Every core class has a mobile cart with 33 Chromebooks. This provides access to Chromebooks for research, data analysis and content area resources. Teachers use Google Classroom to deliver instruction, assign activities and projects and to increase student accountability. Teachers receive live feedback on student progress and can immediately redirect a student who is not making appropriate progress during an assignment. Students also use the Chromebooks to create projects collaboratively and to present them to their peers. Students with disabilities and English Learners are enrolled in general education classrooms and, with co-teaching support, have the same access to all technology and classroom resources as any student in the core program. All students have access to content specific technology such as, lab equipment, PE equipment, and well maintained musical instruments. All teachers have access to technology as well, including a document camera, a projector, and a district assigned laptop.

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

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

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

Evidence-based educational practices to raise student achievement

Lakeside utilizes a variety of research-based educational practices and strategies which target student achievement. Primarily, there are four core strategies that all Lakeside teachers have been trained in and are expected to use on a regular basis. The first core strategy are the Academic Language Development (ALD) strategies such as Think-Write-Pair-Share, Window Panes, Table Talks, Thinking Maps and collaborative group activities. The second core strategy is the AVID WICOR strategies. These are a series of strategies involving Writing, Inquiry, Collaboration, Organization, and Reading. These strategies include Philosophical Chairs, Socratic Seminars, Buddy work, Cornell Notes, Critical Reading, Advisory Wednesdays during 1st period, etc. The third core practice involves development of oral language and mental processing such as, Number Talks in math, and the use of oral presentations with language supports (sentence starters, sentence frames, and A/B partners(DI). The fourth core practice is a focus on the lesson objective or, in math and science, the SEPs and SMPs. Stating the objective, referencing the objective throughout the lesson, and conducting a closure activity relevant to the objective during a single lesson is key to instruction at Lakeside. This practice helps students to be mindful of the learning goal throughout the course of the lesson and it gives teachers a chance to monitor progress towards mastery of the learning goal. Presently, during the COVID -19 pandemic, these strategies have been modified to be used in distance learning. Small group instruction, for example, takes place in Zoom break out rooms rather than in campus classrooms.

Parental Engagement

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

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

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

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

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

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

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

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

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

Lakeside administration also organizes informal, monthly parent meetings each year called "Coffee with the Principal." This event serves as a structured time where community members review SBAC data with the Principal. Community members have an open forum to ask questions related to test scores, needs of students, school goals and plans to address student needs, etc. This event is important as it gives community members a chance to be informed and it provides them with a forum to ask questions or express their concerns. Parent trainings on a variety of subjects is also offered, including workshops on cyber safety, health and diet, dangers of vaping and bullying.

Funding

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

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

The LCAP goals must focus on eight areas identified as state priorities. The plans will also demonstrate how the district's budget will help achieve the goals, and assess each year how well the strategies in the plan were able to improve outcomes. LCAP funds support important programs at Lakeside such as, Scholastic fiction and nonfiction student magazines, as well as professional development for staff, capacity building opportunities for parents, and interventions for students.

Title I funds are used to support the Lexia program for all middle school students. Lexia is a research-proven program that provides explicit, systematic, personalized learning in reading instruction, targets any gaps in skills, and provides teachers with data and student-specific resources for instruction. Title I funds are also utilized to provide release time (sub coverage) for teachers during Data Reflection Sessions (DRS). These DRS sessions play a critical role in the ongoing professional development efforts of Lakeside teachers and administration. During DRS, teachers and administrators analyze common assessment data and discuss trends among students and student performance. From there, they discuss plans to improve curriculum for future lessons with underperforming students and subgroups as the focus of the conversations. As part of the AVID Schoolwide mission at Lakeside, it is important to have teachers trained in the AVID WICOR strategies.

Title III funds are also utilized to support underperforming students. Title III funds are used to support the needs of our English Learner (EL) population and to fund the EL Coordinator position at Lakeside. This coordinator oversees the ELD classes, provides ELD instruction, carries out the reclassification process for qualifying students and communicates with parents about their children's progress. The EL Coordinator also participates in ELD professional development, implements new learnings into her own instruction and shares the information with staff during staff meetings and DRS.

Fiscal support (EPC)

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

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

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

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 engagement is an ongoing, annual process at Lakeside. The goal of our process is to meaningfully involve all stakeholders, including parents and teachers, in the development of the school plan and the budget. Our SSC is selected through an election process every two years. Nominations for members are elicited from the certificated and classified staff members, families and students. Ballots are prepared and distributed so that members can be selected to serve a two year term. Meetings are held once a month. Our ELAC group is also selected and agrees to become an advisory to the SSC. They share their input on the progress of English Learners, attendance and other areas of concern at the middle school level. The School Plan is shared during SSC/ELAC meetings to which all stakeholders are invited. Input for the School Plan is gathered during SSC/ELAC meetings once a month.

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	0.67%	0.5%	0.2%	4	3	1
African American	1.66%	0.99%	1.8%	10	6	10
Asian	1.16%	1.16%	1.8%	7	7	10
Filipino	1.16%	0.33%	0.6%	7	2	3
Hispanic/Latino	90.85%	92.4%	91.6%	546	559	503
Pacific Islander	0.17%	0%	%	1	0	
White	3.16%	2.64%	2.9%	19	16	16
Multiple/No Response	0.83%	1.65%	1.1%	5	10	6
Total Enrollment				601	605	549

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	197	198	168
Grade 7	228	191	198
Grade 8	176	216	183
Grade 9			
Grade 10			
Grade 11			
Grade 12			
Total Enrollment	601	605	549

Conclusions based on this data:

1. The majority of our student population belong to the Hispanic subgroup (90.85%)

2. The second largest student population is the White subgroup (3.16%), followed by African American(1.66%) , and Filipino and Asian (1.16 each)
3. The number of students belonging to all subgroups has either decreased slightly or maintained the same as previous years.

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	84	78	59	14.0%	12.9%	10.7%
Fluent English Proficient (FEP)	152	155	152	25.3%	25.6%	27.7%
Reclassified Fluent English Proficient (RFEP)	3	14	19	3.7%	16.7%	24.4%

Conclusions based on this data:

1. Numbers of EL students has increase sllightly over the last three years.
2. Numbers of FEP students has increased modestly and steadily over the last three years.
3. Number of RFEP students increased slightly over the last three years.

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	177	231	190	175	229	190	175	229	189	98.9	99.1	100
Grade 7	217	174	213	215	174	211	215	174	210	99.1	100	99.1
Grade 8	210	205	172	206	204	172	206	204	172	98.1	99.5	100
All Grades	604	610	575	596	607	573	596	607	571	98.7	99.5	99.7

* 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	2541.	2538.	2533.	17.14	17.03	19.58	37.14	40.17	31.75	31.43	27.07	29.63	14.29	15.72	19.05
Grade 7	2569.	2567.	2560.	18.60	18.39	16.19	40.47	43.10	42.38	23.72	22.99	20.95	17.21	15.52	20.48
Grade 8	2564.	2585.	2594.	10.19	20.10	19.77	43.20	39.71	44.77	27.67	26.47	25.58	18.93	13.73	9.88
All Grades	N/A	N/A	N/A	15.27	18.45	18.39	40.44	40.86	39.58	27.35	25.70	25.22	16.95	14.99	16.81

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	21.14	22.71	26.46	56.00	53.71	46.56	22.86	23.58	26.98	
Grade 7	25.12	25.29	22.38	53.49	52.30	51.43	21.40	22.41	26.19	
Grade 8	20.39	27.45	27.91	52.91	48.04	51.74	26.70	24.51	20.35	
All Grades	22.32	25.04	25.39	54.03	51.40	49.91	23.66	23.56	24.69	

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	24.57	24.02	17.99	52.57	50.66	61.90	22.86	25.33	20.11
Grade 7	33.02	27.59	29.05	49.30	56.32	52.86	17.67	16.09	18.10
Grade 8	21.95	28.43	31.98	53.66	53.43	58.14	24.39	18.14	9.88
All Grades	26.72	26.52	26.27	51.76	53.21	57.44	21.51	20.26	16.29

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	20.57	17.47	16.40	69.14	72.49	72.49	10.29	10.04	11.11
Grade 7	17.21	14.94	10.48	68.84	70.11	73.81	13.95	14.94	15.71
Grade 8	11.17	20.59	14.53	72.33	67.16	75.58	16.50	12.25	9.88
All Grades	16.11	17.79	13.66	70.13	70.02	73.91	13.76	12.19	12.43

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	37.14	38.43	30.69	50.29	47.16	53.44	12.57	14.41	15.87
Grade 7	40.93	40.80	28.57	45.12	47.13	55.71	13.95	12.07	15.71
Grade 8	31.55	40.20	35.47	46.60	46.08	52.91	21.84	13.73	11.63
All Grades	36.58	39.70	31.35	47.15	46.79	54.12	16.28	13.51	14.54

Conclusions based on this data:

- Gr. 6: The percentage of students who Met/Exceeded standards decreased by less than 1% (.32%) during the last three years. There was an decrease of 5% in Met, and a decrease of 9% in Nearly Met, followed by an increase 5% in Not Met. During the last three years, the area of Reading, students in the % Above standard decreased by 5%, decreased 10% in At/Near and increased 4% in Below. In Writing, there was an 11% decrease in students Exceeding the standards, a 9% increase in At/Near and a 2% increase in Below. In Listening, there was a 4% decrease in students Exceeding the standards, a 3% increase in At/Near and a 1% increase in Below. In Research there was a 6%% decrease in students Exceeding the standards, a 3% increase in At/Near and a 3% increase in Below. Overall, 6th grade students made modest improvement in some of the areas such as reading and moved in a pattern of decreasing levels of student performance. in the other areas.
- Gr. 7: The percentage of students who Met/Exceeded standards decreased by 2% during the last three years. There was an increase of 2% in Met, and a decrease of less than 1% (.21% in Nearly Met, and a 3% increase in Not Met. During the last three years, the area of Reading, students in the % Above standard decreased by 3%, decreased 2% in At/Near and increased 4% in Below. In Writing, there was a 4% decrease in students Exceeding the standards, a 3% drop in At/Near and a less than 1% (.43%) increase in Below. In Listening, there was a 4% decrease in students Exceeding the standards, a 5% increase in At/Near and a 2% increase in Below. In Research there was a 12%% decrease in students Exceeding the standards, a 10% increase in At/Near and a 2% increase in Below. Overall, 7th grade students made very little improvement in most of the areas, with the exception of increases in Listening and Research in the At/Near performance levels.
- Gr. 8: The percentage of students who Met/Exceeded standards increased by 9% during the last three years. There was an increase of 2% in Met, and a 2% decrease in Nearly Met, while there was an decrease of 9% in Not Met. During the last three years, the area of Reading, students in the % Above standard increased by 8%, decreased 1% in At/Near and decreased 6% in Below. In Writing, there was a 10% increase in students Exceeding the standards, a 4% increase in At/Near and a 14% decrease in Below. In Listening, there was a 3% increase in students Exceeding the standards, a 3% increase in At/Near and a 7% decrease in Below. In Research there was a 4% increase in students Exceeding the standards, a 6% increase in At/Near and a 10% decrease in Below. Overall, 8th grade students made significant improvement in all of areas, and excelled at decreasing percentages of students in the Below Standards performance level.

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	176	231	190	176	229	190	176	229	190	100	99.1	100
Grade 7	217	174	213	217	174	210	217	174	210	100	100	98.6
Grade 8	210	205	172	207	204	172	207	204	172	98.6	99.5	100
All Grades	603	610	575	600	607	572	600	607	572	99.5	99.5	99.5

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% 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	2518.	2518.	2524.	11.93	11.35	15.79	25.57	24.89	22.11	35.23	34.06	39.47	27.27	29.69	22.63
Grade 7	2505.	2520.	2521.	12.90	10.92	14.76	14.75	20.69	21.90	28.57	31.61	24.29	43.78	36.78	39.05
Grade 8	2527.	2550.	2565.	9.66	20.10	19.19	18.84	14.71	20.35	29.47	30.39	36.05	42.03	34.80	24.42
All Grades	N/A	N/A	N/A	11.50	14.17	16.43	19.33	20.26	21.50	30.83	32.13	32.87	38.33	33.44	29.20

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	19.32	17.90	20.53	46.02	40.17	44.21	34.66	41.92	35.26			
Grade 7	15.67	15.52	20.95	30.88	36.78	32.86	53.46	47.70	46.19			
Grade 8	17.87	23.04	24.42	39.61	37.75	41.28	42.51	39.22	34.30			
All Grades	17.50	18.95	21.85	38.33	38.39	39.16	44.17	42.67	38.99			

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	13.07	13.54	12.11	51.14	46.72	54.21	35.80	39.74	33.68
Grade 7	17.51	15.52	20.48	38.71	47.13	43.33	43.78	37.36	36.19
Grade 8	12.08	19.61	22.09	41.55	51.47	52.33	46.38	28.92	25.58
All Grades	14.33	16.14	18.18	43.33	48.43	49.65	42.33	35.42	32.17

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	15.34	18.34	20.00	48.86	48.47	52.11	35.80	33.19	27.89
Grade 7	11.98	13.22	17.14	51.15	59.77	56.67	36.87	27.01	26.19
Grade 8	7.73	23.53	19.77	61.84	48.04	59.88	30.43	28.43	20.35
All Grades	11.50	18.62	18.88	54.17	51.57	56.12	34.33	29.82	25.00

Conclusions based on this data:

- Gr. 6: The percentage of ALL students who Exceeded standards increased by 4% during the last three years. There was an increase of 3% in Met, an increase of 4% in Nearly Met, and a 5% decrease in Not Met. During the last three years, the area of Concepts and Procedures, students in the % Above standard increased by 1%, decreased 2% in At/Near and increased less than 1% (.6%) in Below. In Problem Solving, there was a 1% decrease in students Exceeding the standards, a 3% increase At/Near and a 2% decrease in Below. In Communicating Reasoning, there was a 5% increase in students Exceeding the standards, a 4% increase in At/Near and an 8% decrease in Below. Overall, 6th grade students improved in most of the areas and decreased percentages of students in the Below standard performance levels.
- Gr.7: The percentage of ALL students who Exceeded standards increased by 2% during the last three years. There was an increase of 7% in Met, a decrease of 4% in Nearly Met, and a 1% decrease in Not Met. During the last three years, the area of Concepts and Procedures, students in the % Above standard increased by 5%, increased 2% in At/Near and decreased 7% in Below. In Problem Solving, there was a 3% increase in students Exceeding the standards, a 4% increase At/Near and an 8% decrease in Below. In Communicating Reasoning, there was a 5% increase in students Exceeding the standards, a 5% increase in At/Near and an 11% decrease in Below. Overall, 7th grade students improved in most of the areas and consistently decreased percentages of students in the Below standard performance levels.
- Gr.8: The percentage of ALL students who Exceeded standards increased by 9% during the last three years. There was an increase of 1% in Met, a decrease of 6% in Nearly Met, and an 18% decrease in Not Met. During the last three years, the area of Concepts and Procedures, students in the % Above standard increased by 6%, increased 2% in At/Near and decreased 8% in Below. In Problem Solving, there was a 10% increase in students Exceeding the standards, an 11% decrease At/Near and a 21% decrease in Below! In Communicating Reasoning, there was a 12% increase in students Exceeding the standards, a 2% decrease in At/Near and an 10% decrease in Below. Overall, 8th grade students improved in most of the areas and significantly decreased percentages of students in the Below standard performance levels.

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	1539.6	1514.9	1530.4	1525.6	1548.4	1503.8	41	17
Grade 7	1543.9	1537.5	1504.5	1540.5	1582.6	1533.9	22	30
Grade 8	1545.4	1572.7	1523.6	1569.4	1566.9	1575.6	16	18
All Grades							79	65

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	51.22	29.41	29.27	41.18	*	11.76	*	17.65	41	17
7	*	30.00	*	33.33	*	30.00	*	6.67	22	30
8	*	55.56	*	27.78	*	5.56	*	11.11	16	18
All Grades	48.10	36.92	31.65	33.85	13.92	18.46	*	10.77	79	65

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	60.98	64.71	31.71	17.65		5.88	*	11.76	41	17
7	*	53.33	50.00	26.67	*	10.00	*	10.00	22	30
8	*	66.67	*	11.11		11.11	*	11.11	16	18
All Grades	51.90	60.00	35.44	20.00	*	9.23	*	10.77	79	65

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	58.54	47.06	34.15	41.18	*	11.76	41	17	
7	50.00	26.67	50.00	56.67		16.67	22	30	
8	*	16.67	*	72.22	*	11.11	16	18	
All Grades	51.90	29.23	40.51	56.92	*	13.85	79	65	

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	65.85	64.71	29.27	17.65	*	17.65	41	17
7	*	60.00	*	33.33	*	6.67	22	30
8	68.75	66.67	*	22.22	*	11.11	16	18
All Grades	59.49	63.08	31.65	26.15	*	10.77	79	65

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	34.15	11.76	26.83	29.41	39.02	58.82	41	17
7	54.55	20.00	*	43.33	*	36.67	22	30
8	*	44.44	*	38.89	*	16.67	16	18
All Grades	43.04	24.62	25.32	38.46	31.65	36.92	79	65

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	31.71	35.29	63.41	52.94	*	11.76	41	17
7	54.55	6.67	*	86.67		6.67	22	30
8	*	11.11	*	77.78	*	11.11	16	18
All Grades	44.30	15.38	51.90	75.38	*	9.23	79	65

Conclusions based on this data:

1. The percentage of EL students scoring at Level 4 Overall decreased by 8% from 2018 to 2019; increased at level 3 and level two, which reflects growth in students moving toward qualifying for reclassification.
2. The percentage of students scoring at Level 1 Overall starts at 10% in 2019 (no % in 2018), but reflects that the greatest number of students at this level are currently 7th graders. Added after school support for these students will be offered for these students, including 6th and 8th graders.
3. The percentage of EL students scoring at the Well Developed range in Reading decreased significantly by 19% from 2018 to 2019; while the percentage of students scoring in the Somewhat/Moderately range increased significantly by 13% and students scoring at the Beginning level increased by 5%. It indicates that more Oral and Listening Language development is needed in order to support reading comprehension and vocabulary. Students receive 1 period of designated ELD (51min) per day and 5 periods of integrated ELD, during which teachers use ELD strategies (i.e., sentence starters, Thinking Maps, AVID/WICOR strategies, Guided Reading, etc) to support EL students within their core classes.

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
605	71.2	12.9	0.5
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	78	12.9
Foster Youth	3	0.5
Homeless	44	7.3
Socioeconomically Disadvantaged	431	71.2
Students with Disabilities	58	9.6

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	6	1.0
American Indian	3	0.5
Asian	7	1.2
Filipino	2	0.3
Hispanic	559	92.4
Two or More Races	10	1.7
White	16	2.6

Conclusions based on this data:

- There were 601 students enrolled at Lakeside Middle School in the 2018 - 2019 school year. The largest ethnicity represented was Hispanic with just over 90 percent of students on campus identifying as Hispanic. Students identifying as White made up 3.2 percent of the total population, while groups such as African American, Asian and Filipino all were under two percent (1.2 - 1.7).
- Students are also identified in other ways at Lakeside. Approximately sixty-eight percent of our total population is identified as Socioeconomically Disadvantaged. We determine this qualification through student enrollment in the

free and reduced lunch program as well as their parents' educational background. These students along with students that qualify as homeless (6.3 percent) and foster youth (0.5 percent) receive services when needed through our district and school site.





3. We also keep track of students that may require specialized educational services. For example, 14 percent of Lakeside students are identified as English Learners. These students receive instruction helping them learn to communicate effectively in English. Our Students with Disabilities make up almost 9 percent (8.8) of our total population and also receive specialized instruction to meet their educational needs.

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  Green	Suspension Rate  Orange
Mathematics  Yellow		

Conclusions based on this data:

1. Lakeside students in grade levels sixth through eighth perform consistently well at the proficient level (green) in English Language Arts during the 2018 - 2019 school year.
2. Students were performing at the basic level (yellow) in Mathematics in 2018 - 2019. However, over the last three school years, student performance in Mathematics has increased dramatically with a jump of 19.4 points, showing evidence of our school's determination to close the achievement gap in math.
3. Lakeside Middle School held the Chronic Absenteeism category at proficient (green) for another school year, keeping our absences low and our participation at school on point! For 2020, Lakeside has set a goal to improve our rate of Suspensions, which measured in at below basic (orange) last year.

School and Student Performance Data

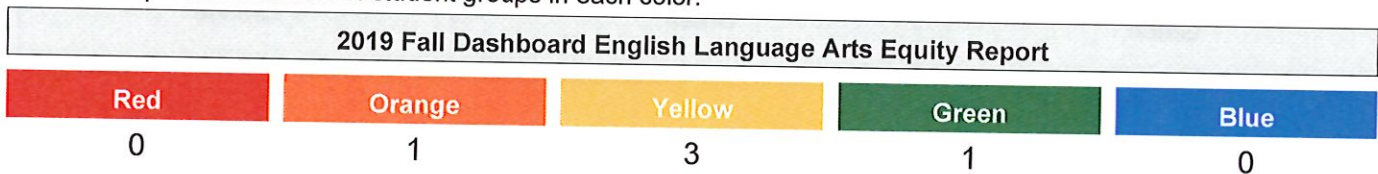
Academic Performance English Language Arts

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>12.4 points above standard</p> <p>Maintained -1.7 points</p> <p>571</p>	<p>English Learners</p> <p>Orange</p> <p>15.5 points below standard</p> <p>Maintained ++1.7 points</p> <p>133</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>4</p>
<p>Homeless</p> <p>Yellow</p> <p>0.4 points above standard</p> <p>Declined Significantly -16.2 points</p> <p>32</p>	<p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>4.7 points above standard</p> <p>Declined -3.2 points</p> <p>396</p>	<p>Students with Disabilities</p> <p>Yellow</p> <p>43.3 points below standard</p> <p>Increased Significantly ++10.0 points</p> <p>52</p>

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7
Hispanic	Two or More Races	Pacific Islander	White
 Green 11.9 points above standard Declined -3 points 518	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	 No Performance Color 0 Students	 No Performance Color 5.2 points above standard Declined -5.8 points 18

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
54 points below standard Maintained -1.8 points 63	19.1 points above standard Declined -9.1 points 70	14.9 points above standard Maintained ++1.6 points 349

Conclusions based on this data:

- Lakeside Middle School has maintained an overall rating of proficient (green) in English Language Arts (ELA) for the last three years. Although ELA scores declined just over two points last year (-2.7), our population of students has consistently achieved ratings 10 points or more above the national standard.
- Test scores are also tracked by population subgroups. Our Students with Disabilities made a significant increase in scores during the 2018 - 2019 school year jumping ahead of previous scores by over 19 points. Although they are still working toward a proficient (green) rating, their improvements have increased their rating to orange. Students classified as English Learners received a below standard rating (orange), which is an area of focus for improvement for the next school year.
- Other subgroups we will be focusing on for the next school year are our students identified as Homeless, whom dropped significantly in scores last year (-18.2) and our Socioeconomically Disadvantaged students, who also dropped one level from last year.

School and Student Performance Data

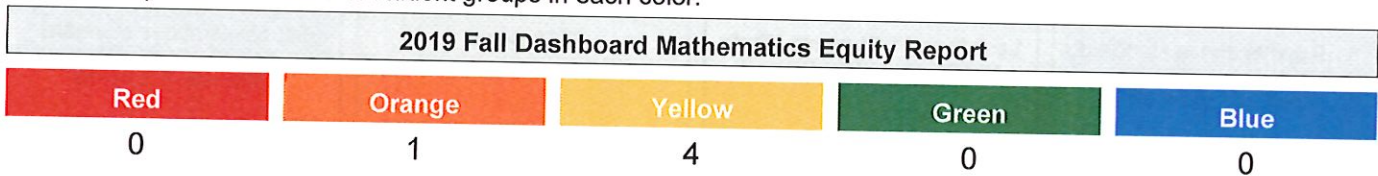
Academic Performance Mathematics

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>  Yellow 31 points below standard Increased ++6.1 points 570	<p>English Learners</p>  Yellow 56 points below standard Increased ++7.4 points 133	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4
<p>Homeless</p>  Orange 36.3 points below standard Declined -8.3 points 32	<p>Socioeconomically Disadvantaged</p>  Yellow 36 points below standard Increased ++8.5 points 395	<p>Students with Disabilities</p>  Yellow 64.2 points below standard Increased Significantly ++15.8 points 51

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 31.8 points below standard Increased ++4.3 points 517	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	(Empty cell)	 No Performance Color 25.8 points below standard Increased Significantly ++25.7 points 18

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
89 points below standard Maintained ++0.8 points 63	26.4 points below standard Maintained ++2.8 points 70	34.3 points below standard Increased ++5.8 points 348

Conclusions based on this data:

1. Last year, Lakeside received a below standard (yellow) rating in Mathematics with a score of 31 points below the state standard. Although this number seems discouraging, it is the opposite. These math scores were 6.1 points higher than the previous year. Over the last three years, Lakeside has increased significantly in Math, increasing by over 19 points (19.4), bringing us out of our lower rating (orange).
2. Our English Learner population also performed well in math, increasing a total of 7.4 points above previous years. One subgroup that we will be supporting in math is our Homeless youth, who's scores declined by 8.2 points overall.
3. A huge success was achieved by our Students with Disabilities, with a significant increase in mathematics of almost 46 points (45.9). This increase in points moved them from an orange rating up to a yellow on the California School Dashboard.

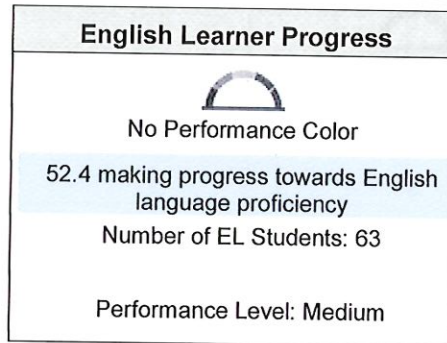
School and Student Performance Data

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
23.8	23.8	19.0	33.3

Conclusions based on this data:

1. A little over half of English Learners (+33/63) made progress toward English Language Proficiency at a Medium performance level.
2. 21% of EL students (+13/63) progressed at least one ELPI level, while 12 % maintained at ELPI Level 4.
3. 15% of EL students (+9/63) ELPI Levels 1, 2L, 2H, 3L, or 3H, while 15% (+9/63) decrease one ELPI Level. This indicates a need to focus on academic language development and reading comprehension for all English Learners.

School and Student Performance Data

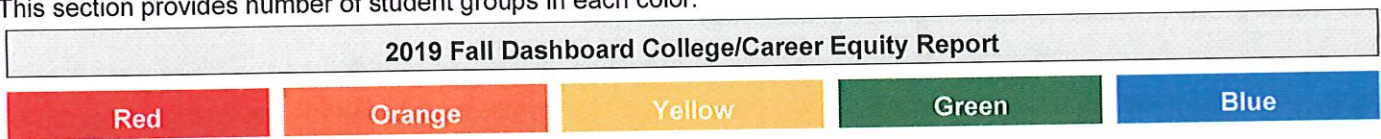
Academic Performance College/Career

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

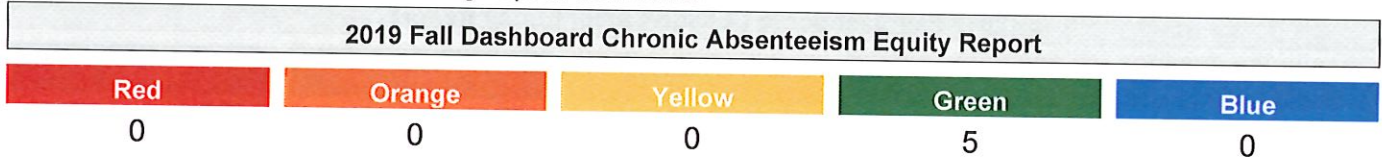
Academic Engagement Chronic Absenteeism

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>Green</p> <p>4.5</p> <p>Declined -0.9</p> <p>616</p>	<p>English Learners</p> <p>Green</p> <p>4.7</p> <p>Declined -0.7</p> <p>85</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>9</p>
<p>Homeless</p> <p>Green</p> <p>9.8</p> <p>Declined -14.1</p> <p>41</p>	<p>Socioeconomically Disadvantaged</p> <p>Green</p> <p>5.3</p> <p>Declined -1</p> <p>430</p>	<p>Students with Disabilities</p> <p>Green</p> <p>8.5</p> <p>Declined -4.3</p> <p>59</p>

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 18.2 Increased +2.8 11	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7
Hispanic	Two or More Races	Pacific Islander	White
 Green 4.5 Declined -0.9 558	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 0 Declined -9.1 20

Conclusions based on this data:

- Lakeside Middle School has achieved a proficient (green) rating for Chronic Absenteeism. A preventive approach to Chronic Absenteeism has contributed to this success, which includes contacting families before their children become Chronically Absent.
- All subgroups such as English Learners, Socioeconomically Disadvantaged, Homeless, Hispanic, etc. on campus performed similarly, achieving proficient (green) ratings as well.
- Lakeside Middle School has among the lowest rates of chronic absenteeism in the Little Lake City School District.

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](#).

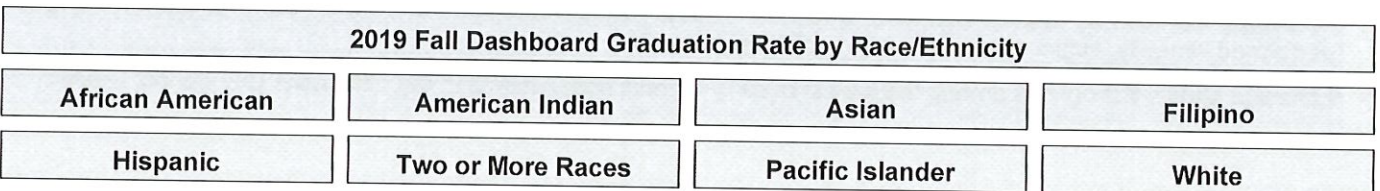
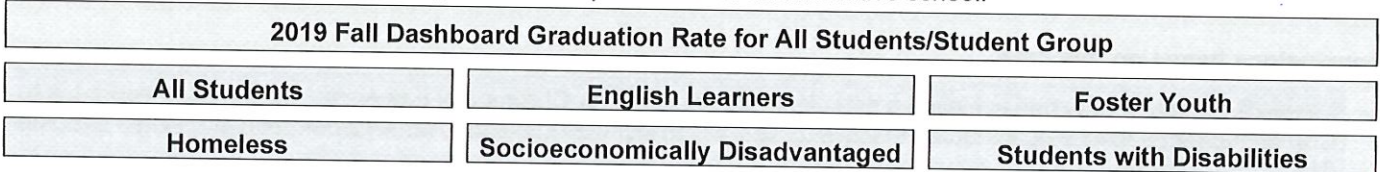
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

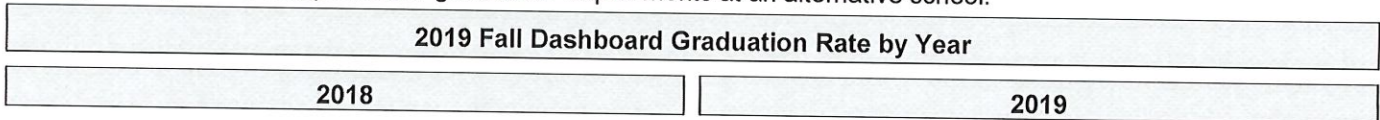
This section provides number of student groups in each color.



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

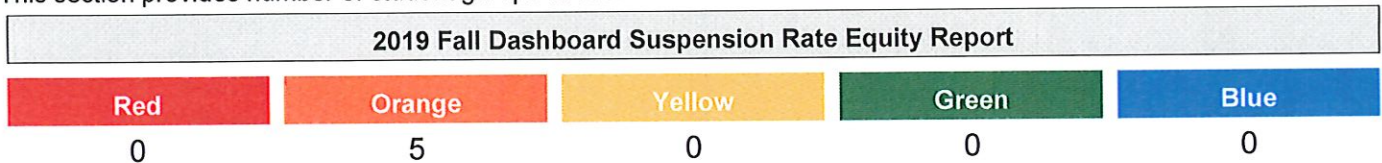
Conditions & Climate Suspension Rate

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
<p>Orange</p> <p>5.7</p> <p>Increased Significantly +4.1</p> <p>619</p>	<p>Orange</p> <p>7.1</p> <p>Increased +3.9</p> <p>85</p>	<p>No Performance Color</p> <p>Less than 11 Students - Data Not</p> <p>9</p>
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
<p>Orange</p> <p>7.3</p> <p>Increased +5</p> <p>41</p>	<p>Orange</p> <p>6.9</p> <p>Increased Significantly +4.8</p> <p>432</p>	<p>Orange</p> <p>8.5</p> <p>Increased +3</p> <p>59</p>

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 18.2 Increased +18.2 11	 No Performance Color Less than 11 Students - Data 4	 No Performance Color Less than 11 Students - Data 7	 No Performance Color Less than 11 Students - Data 7
Hispanic	Two or More Races	Pacific Islander	White
 Orange 5.3 Increased +3.8 561	 No Performance Color Less than 11 Students - Data 8	 No Performance Color Less than 11 Students - Data 1	 No Performance Color 5 Increased +0.5 20

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	1.6	5.7

Conclusions based on this data:

1. In 2018-2019, Lakeside experienced an increase in the number of student suspensions. Our below standard rating (orange) was due to a 4.1 point increase in our suspension rate.
2. All of our student subgroups also scored within the same range as our overall average, all receiving the rating of orange.
3. In response to the increase in suspensions, Lakeside now participates in a new program developed by the City of Norwalk to help students and families understand "vaping," as it was a re-occurring factor in many student suspensions last year. With our participation in this program, incidents involving vaping and/or vaping products have significantly decreased.

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

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 SBAC Data - ELA grades 6-8	Percent Met or Exceeded 2018-2019 Grade 6 - 49% Grade 7 - 58% Grade 8 - 65%	Increase or maintain

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2018-2019 SBAC Data - Math grades 6-8	Percent Met or Exceeded Grade 6 - 38% Grade 7 - 37% Grade 8 - 39%	Increase or maintain
2018-2019 EL Proficiency on SBAC-ELA grades 6-8	Percent Met or Exceeded Grade 6 - 27% Grade 7 - 25% Grade 8 - 24%	Increase or maintain
2018-2019 EL Proficiency on SBAC-Math grades 6-8	Percent Proficient Grade 6 - 13% Grade 7 - 8% Grade 8 - 12%	Increase or maintain
2018-2019 CAST (science) grade 8	Percent Met or Exceeded Grade 8 -	Increase or maintain
2018-2019 Physical Fitness Test grade 7	Percent of students in HFZ Grade 7 - 62%	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, including Students with Disabilities, English Learners, Foster students and Economically Disadvantaged students will be served by this strategy/activity.

Strategy/Activity

1.1 Continue professional development in Year 3 of Student Achievement Leadership Team (SALT) and increase DOK levels of thinking in all core content areas through the use of Thinking Maps, WICOR strategies, innovative use of technology, Project Based Learning, English 3D.

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

5,490

Student Achievement Leadership Team (SALT) will meet periodically to analyze data and monitor our focus on our School Implementation Plan for 2021-2022

LCFF - Supplemental
4000-4999: Books And Supplies
Supplemental materials and supplies will be purchased to support implementation of the California State Standards.

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 Grade Level and Content Area data driven decision making through articulation, one per session 1-5, during the school day

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
Professional development opportunities will be provided at the site and district level. (Math coaches, Science TOSA, ELD Cohorts, UCLA science)

District Funded
5800: Professional/Consulting Services And Operating Expenditures
Professional development opportunities will be provided through conferences related to our specific areas of instructional focus if appropriate and held virtually.

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students will be served by this strategy/activity.

Strategy/Activity

1.3 Innovative Learning Collaborative will take place every six weeks.

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)

12,228

Source(s)

LCFF - Supplemental
1000-1999: Certificated Personnel Salaries
Review student work in ILC (DRS), determine next steps across grade levels and content areas. Share at Grade Level meetings throughout the year. Focus on Level 3 ALD across the content areas (ELA, Math,H/SS, Science). Expenditure pays for substitute teachers to release LS teachers to attend ILC.

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

At risk students in language arts will be served by this strategy/activity.

Strategy/Activity

1.4 Interventions and supports will be implemented as needed to increase student achievement

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

21,500

Source(s)

None Specified
None Specified
First period Intervention program is in place to support students with intensive, targeted, and enrichment courses.

Title I Part A: Allocation
4000-4999: Books And Supplies
Lexia Program will be used by all students to improve ELA skills.

None Specified
None Specified
504 plans will be developed as appropriate for eligible students.

None Specified
None Specified

14,243

Student Study Team will monitor student progress and provide recommendations for interventions and supports.

LCFF - Supplemental
5000-5999: Services And Other Operating Expenditures
After School Tutoring with LS Teachers and Data Collection and analysis for focused services to our students

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All students will be served by this strategy/activity.

Strategy/Activity

1.5 Provide strategies and support for English Learners

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)

3,500

District Funded
4000-4999: Books And Supplies
English 3D program will be used in all ELD courses.

Title III
1000-1999: Certificated Personnel Salaries
EL Coordinator will attend monthly district meetings and assist in monitoring data, providing additional instructional support to English Learners.

District Funded
5000-5999: Services And Other Operating Expenditures
Brain Pop ELL will be used by English Language Learners as a supplemental resource

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All students will be served by this strategy/activity.

Strategy/Activity

1.6 Provide California State Standards professional development for all instructional staff during professional development days and conferences.

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)
4,769	LCFF - Supplemental 5800: Professional/Consulting Services And Operating Expenditures AVID Membership District Funded 5800: Professional/Consulting Services And Operating Expenditures Lexia Teacher training District Funded 5000-5999: Services And Other Operating Expenditures FastBridge Teacher Training District Funded 5800: Professional/Consulting Services And Operating Expenditures ELPAC training with ELD coordinator District Funded 1000-1999: Certificated Personnel Salaries Math, ELA, Science, Tech articulation and training with TOSAs None Specified 5800: Professional/Consulting Services And Operating Expenditures All teachers will be trained in Advanced Thinking Maps/Academic Vocabulary and Discourse in all content areas
5,519	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Instructional Unit Development-teacher release
10,000	LCFF - Supplemental 5800: Professional/Consulting Services And Operating Expenditures AVID Summer Institute-for AVID Elective Teachers and principal

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 Teachers will collaborate in curriculum development in alignment with team goals, school goals, and in alignment with district leadership.

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 Teachers will collaborate in curriculum development in alignment with team goals, school goals, and in alignment with district leadership.
	None Specified None Specified Teachers will review and refine all parts to their curriculum and implement in classroom

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

1.8 Provide funding for school library-media specialist and provide increased direct services to students in the library.

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)
18,714	District Funded 2000-2999: Classified Personnel Salaries LMS will provide a library with current materials and books for student access.

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

1.9 Supplemental 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)
11,394	LCFF - Supplemental 4000-4999: Books And Supplies Supplemental materials will be purchased across content areas
4,481	LCFF - Supplemental 4000-4999: Books And Supplies Scholastic Digital Magazine for all grade levels

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.

For the 20-21 school year, despite the circumstances brought about by the Covid pandemic, Lakeside teachers and staff were able to keep their focus on student achievement with social emotional support for all students and their families. Our interventionist returned to the classroom full time which allowed the teacher to work full time as a general education teacher and, consequentially, serve more students. Title I funds were used to purchase the Lexia PowerUp Literacy program which is designed to help struggling and nearly-proficient readers in grades 6- 12 become proficient readers and confident learners. PowerUp helps to simultaneously address gaps in fundamental literacy skills while helping students build the higher- order skills they need to comprehend, analyze, evaluate and compare increasingly complex literary and informational texts. Students actively participated in interactive Nearpod and Peardeck slide show presentations, virtual labs, and exemplary literacy programs that engaged them in their own learning. Students learned about health and nutrition in their Physical Education classes as well as logging in exercise minutes. With leadership from our Board of Education, Superintendent and his cabinet and support from Lakeside staff and their families, our students were able to progress through the year with grit and determination, prepared to return to school in 21-22 full of hope and excitement.

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

There were no major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goals, however, some actions were paused as of March 13 due to school closure. Until further notice from state and local government guidance, Lakeside students and teachers participated in virtual learning. When allowed, we returned to school on a hybrid schedule.

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.

Changes were made to the following action / service: All students participated in the PowerUp Lexia program to close achievement gaps in reading and language arts. Designated ELD will be provided for all English Learners during Period I using English 3D, a program authored by Kate Kinsella. Integrated ELD will continue to be implemented in all core content areas.

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
Sufficiency of standards-aligned instructional materials	100% sufficiency based on Williams board resolution	Maintain

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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 will have access to qualified staff, standards aligned instructional materials, student transportation and basic supplies and services.

Strategy/Activity

2.1 School Supplies

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)
17,969	General Fund 0000: Unrestricted Teachers and students will have access to school supplies throughout the year

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 Facility will be maintained properly and in good repair

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)
7,669	General Fund

5000-5999: Services And Other Operating Expenditures
Administration and classified will monitor facilities throughout the year. Custodial supplies will be purchased to support precautions for return to 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 Highly Certified Staff

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
HR will guide in the hiring of highly qualified teachers

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 Bus Transportation

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
5800: Professional/Consulting Services And Operating Expenditures
Students in SH class will receive transportation to and from school, safely and in a timely manner

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 Instructional Materials and 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)

District Funded
4000-4999: Books And Supplies
Instructional materials and textbooks will be purchased as needed.

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.

Due to the COVID-19 Pandemic, several measures were put into place to ensure that Lakeside is a clean and safe school and workplace. During virtual learning, only 3 teachers chose to work on campus. They taught from their classrooms and adhered to the safety protocols put into place by the Daily Operations Task Force(i.e., daily temperature reading, wear masks, wash hands and keep a safe distance). Main office personnel also followed safety protocol and maintained a stable cohort of staff by keeping it locked and ensuring daily cleaning and disinfecting.

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

Funds have been reserved to ensure that all cleaning supplies and safety gear is available at all times.

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.

No changes will be made to the goal.

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

Attendance rates indicate that there is a need to focus on strategies to improve student attendance. Student school connectedness rates, which survey students' perception of belonging to their school community, show that there is a continued need to strengthen students' connection to school. Parent survey response rates 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
2018-2019 Parent Satisfaction Survey Response Rate	60%	Maintain at or above 80%
2020-2021 Parent Satisfaction Survey Results	91%	Maintain at or above 95%
2018-2019 Revised Parent Engagement Response Rate	61%	Maintain or increase
2020-2021 Student School Connectedness Results	83%	+1 until 90% or greater

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2018-2019 Attendance Rates	97%	Maintain at 97%
2018-2019 Chronic Absenteeism Rate	6.1%	Decrease by 1%
2018-2019 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 and their families will be identified for services in this activity.

Strategy/Activity

3.1 Increase home to school communication.

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 Implement protocol for teacher-parent communication. (i.e. email, School Messenger, in-person. Parent Portal, and expectations (i.e., timely response)
	None Specified None Specified Conduct parent meetings to inform parents of new developments regarding Covid 19 and school safety protocols; record and post meetings on LS website
	None Specified None Specified Increase communication between school and home through social media, the website, flyers and newsletters, email, and phone messages.
	None Specified None Specified Maintain website with current information.

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 Student Motivation and School Connectedness

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)
2,937	LCFF - Supplemental 4000-4999: Books And Supplies Live School Digital Token Economy to reward positive behavior
	None Specified None Specified Encourage students to participate in school events such as, ASB outdoor activities, AVID activities, and monthly Parks and Rec activities.
3,000	LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures Youth Alive Lunch Club, after school tutoring and sports through Bernabe Community Center

Strategy/Activity 3

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

All students will be served by this strategy/activity.

Strategy/Activity

3.3 Engage students and families to participate in leadership opportunities, parent workshops and activities that will improve school connectedness.

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 Virtual Events: Back-to-School Night, Open House, Science events and fieldtrips, etc. will be

2,849	held to keep engage families in school related activities. LCFF - Supplemental 5800: Professional/Consulting Services And Operating Expenditures Invite parents to virtual trainings on adolescent development through PEBSAF
6,274	LCFF - Supplemental 4000-4999: Books And Supplies Student Incentives for LiveSchool Raffles and Prize Counter
1,513	LCFF - Supplemental 4000-4999: Books And Supplies Supplemental digital platforms: GimKit, History Civics SEL
1,000	LCFF - Supplemental 4000-4999: Books And Supplies Journalism-yearbook supplies, additional hours
12,317	LCFF - Supplemental 4000-4999: Books And Supplies Club supplies; e-Sports club

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 Work with parents whose students have high absence rates, through individual counseling, letters home, and information regarding the importance of good attendance

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	None Specified None Specified Work with parents whose students have high absence rates, through individual counseling, letters home, and information regarding the importance of good attendance LCFF - Supplemental 4000-4999: Books And Supplies Provide student incentives for most improved attendance and high rates of attendance

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 Enrichment 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)

Source(s)

9,500

None Specified
None Specified
All students are invited to choose an elective for the last six weeks of school. These are high engagement: cooking class, meditation, coding, STEM classes, etc.

LCFF - Supplemental
4000-4999: Books And Supplies
Provide students in the GATE program with enrichment opportunities.(i.e., Robotics and Legos)

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 Electives - Chorus, Journalism, AVID, STEM, Leadership

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
Students who met/exceed standards can join elective classes, first period, all year

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 3 were generally implemented as planned to achieve the articulated goals. Students participate in activities during the day and after school that engage and connect them with school. These included earning points for positive behavior on the Live School App, redeeming points at the Live School Prize Counter, attending virtual assemblies and virtual field trips, as well as participating in after school tutoring, clubs and sports. Students also received incentives for good attendance and no tardies, which included Homeroom Cookies for no Tardies and end of the year (donated) Chromebook Raffle to students with perfect attendance. Sixth grade students participated in WEB activities before the first day of school as well as throughout the school year.

School-wide Positive Growth: Results from the Healthy Kids Survey showed a 10% jump in the area of Student Connectedness in 20-21, despite the isolating circumstances brought about by the pandemic. Students indicated feeling close to an adult in their virtual school.. Teachers worked hard to connect with their students via Zoom, Google Classroom and other digital platforms. Exciting virtual assemblies and clubs gave students many opportunities to connect with each other in high engagement activities. Our after school program also offered students a variety of activities that were fun and engaging, including games and spirit days.

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

There are no major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goals, however, due to school closure some actions were halted.

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.

Changes will be made to the following action/service: All students will have the opportunity to attend one field trip per grade level in 2019-2020, with adherence to conditions regarding safe behavior. PBIS Tier 2 Intervention, Check in-Check Out, will be expanded in 2021-2022 to include more at risk students.

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

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.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2018-2019 Suspension Rate	2.8%	Maintain or decrease
2018-2019 Expulsion Rate	0%	Maintain or decrease
2020-2021 Student School Safety Survey Results	83%	Maintain at or above 90%
2018-2019 Parent Safety Survey Results	94%	Maintain at of above 95%

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 Continue to implement PBIS (Year 4) and use Live School for positive reinforcement.

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>District Funded 5800: Professional/Consulting Services And Operating Expenditures Lakeside is continuing the implementation of PBIS, Tier III</p>
	<p>None Specified None Specified Schoolwide PBIS expectations will be taught, reinforced, and monitored to promote safety and positive student relationships.</p>
	<p>None Specified None Specified Alternatives to suspension will continue to be used to address behavior concerns.</p>
	<p>District Funded 2000-2999: Classified Personnel Salaries Attendance Clerk will generate SWIS reports for the PRIDE Team and staff will analyze and take next steps toward ongoing improvement efforts in student behavior.</p> <p>LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures The SAS and TFI will be used to help determine effectiveness of the PBIS program at a school. Results are used to decide on next steps for program implementation.</p> <p>LCFF - Supplemental 4000-4999: Books And Supplies Conduct virtual PBIS assemblies (min. 1 per trimester) and implement reward system using LiveSchool Digital token economy</p>
3,525	<p>LCFF - Supplemental 4000-4999: Books And Supplies</p>

Entering 6th and 7th graders will participate in 8th gr WEB, a middle school transition program that helps new students connect with 8th grade WEB leaders and participate in engaging school activities.

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 Utilize the City of Norwalk’s Public Safety Department to provide services including the “Choices” program, “Parent Project and Wings Program,” case management, Family Intervention Team, and community court.

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 Utilize the City of Norwalk’s Public Safety Department to provide services including the “Choices” program, “Parent Project and Wings Program,” case management, Family Intervention Team, and community court.

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

4.3 Intervention & Counseling support

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	None Specified None Specified Utilize campus watch program to target students with individual counseling, meetings, and other programs.

None Specified
None Specified
Partner with Turning Point Center to provide support to at-risk students with counseling interns.

None Specified
None Specified
Develop a schedule for the Itinerant Counselor to provide support services to at risk students

None Specified
None Specified
Selected teachers provide CICO services throughout the school day and during SSR

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 An SEL program, Second Step, will be implemented weekly to provide social emotional lessons and support to all students.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

District Funded

None Specified

Year 3 implementation of Second Step program

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 4 were generally implemented as planned to achieve the articulated goals. Lakeside completed Year 4 of PBIS implementation to include the introduction of Tier II intervention, Check in, Check Out (CICO). TFI and SAS data qualified Lakeside to apply for Gold status this year. LiveSchool token economy system was introduced this year and well received by students as a reward system for positive behaviors. The actions and services proved

effective in contribution to positive growth as indicated by the Dashboard data. Dashboard Suspension data: GREEN--All students and all subgroups are green, with the exception of English Learners, a subgroup that is one level (orange) below the "All Students" green level.

20-21 Healthy Kids Safety results indicate that high percentages of students and parents feel that Lakeside is a safe school. During our return to in-person instruction in '21 April -June, Lakeside classified staff went above and beyond in following Covid protocols for cleaning, disinfecting and sanitizing the school facilities. Parents felt reassured as their children came to school that attention to every detail had been put in place. Students cooperated in the wearing of face masks, frequent hand sanitization and social distancing behind their desk shield. All of this contributed to a feeling of safety that was well established and will continue into 21-22.

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

There are no major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goals.

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.

Changes were made to the following action / service: Beginning Year 5 of PBIS implementation, PBIS team will welcome two new members and continue implementation of CICO Tier II Interventions.

In addition new Tier I Social Emotional Learning Program will be taught during SEL time, once a week, 30 minutes, to all students. The program is called "Second Step".

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	\$182,391.00

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 Part A: Allocation	\$21,500.00
Title III	\$3,500.00

Subtotal of additional federal funds included for this school: \$25,000.00

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	\$18,714.00
General Fund	\$25,638.00
LCFF - Supplemental	\$113,039.00

Subtotal of state or local funds included for this school: \$157,391.00

Total of federal, state, and/or local funds for this school: \$182,391.00

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	18,714.00
General Fund	25,638.00
LCFF - Supplemental	113,039.00
Title I Part A: Allocation	21,500.00
Title III	3,500.00

Expenditures by Budget Reference

Budget Reference	Amount
0000: Unrestricted	17,969.00
1000-1999: Certificated Personnel Salaries	21,247.00
2000-2999: Classified Personnel Salaries	18,714.00
4000-4999: Books And Supplies	81,931.00
5000-5999: Services And Other Operating Expenditures	24,912.00
5800: Professional/Consulting Services And Operating Expenditures	17,618.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
2000-2999: Classified Personnel Salaries	District Funded	18,714.00
0000: Unrestricted	General Fund	17,969.00
5000-5999: Services And Other Operating Expenditures	General Fund	7,669.00

1000-1999: Certificated Personnel Salaries
4000-4999: Books And Supplies
5000-5999: Services And Other Operating Expenditures
5800: Professional/Consulting Services And Operating Expenditures
4000-4999: Books And Supplies
1000-1999: Certificated Personnel Salaries

LCFF - Supplemental
LCFF - Supplemental
LCFF - Supplemental
LCFF - Supplemental
Title I Part A: Allocation
Title III

17,747.00
60,431.00
17,243.00
17,618.00
21,500.00
3,500.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	111,838.00
Goal 2	25,638.00
Goal 3	41,390.00
Goal 4	3,525.00

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

Name of Members	Role
Ana Gutierrez	Principal
Maria Piliros	Classroom Teacher
Michelle Santos	Classroom Teacher
Maritza Magana	Classroom Teacher
Norma Martinez	Other School Staff
Norma Castillo	Parent or Community Member
Cecilia DeLaCruz	Parent or Community Member
Juan Manuel Castillo	Secondary Student
Ezequiel Lopez	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

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 24, 2021.

Attested:



Principal, Ana I. Gutierrez on 9/24/2021



SSC Chairperson, Norma Castillo on 9/28/2021

FastBridge ELA Data 2020-2021						
National Percentile						
	All	EL	LI	SWD	Hispanic	Homeless
Total	42.8	15.9	41.21	23.36	42.38	36.76
6	48.61					
7	43.16					
8	37.1					

FastBridge Math Data 2020-2021						
National Percentile						
	All	EL	LI	SWD	Hispanic	Homeless
Total	42.36	22.93	40.34	21.16	42.06	32.04
6	42.51					
7	41.32					
8	43.36					

