

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
Lakeview Elementary School	19647176015077	September 30, 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 Lakeview School Plan is developed in collaboration with teachers and parents. The School Site Council meets regularly to review and update the plan including proposed expenditures of Title 1. Lakeview's school goals are based on needs assessment, state data (SBA, CA Dashboard, ELPAC, reclassification rates), and local assessments. Lakeview school goals are aligned with the district LCAP and include the same overarching goals and metrics. The Lakeview SPSA addresses LCFF and Title 1 funds, which are used to support all students, improve student performance and close the achievement gap. Finally, the plan supports the Lakeview school climate and students' 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).

Parents were surveyed during the 2020-2021 School Year. The survey indicated that 97% of surveyed parents are satisfied overall with Lakeview Elementary School. Over 98% of parents feel the school provides a safe in-person and/or virtual environment for students. 98% of parents also agreed that the school provides strong academic instruction and that there is good school-parent communication.

Students were also surveyed during the 2020-2021 School Year. 96% of students indicated they receive strong academic instruction. 94% of students indicated that they felt safe at school or in their virtual classroom. 95% of students felt that they improved and learned new skills during the 2020-2021 school year.

## Classroom Observations

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

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

## 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)

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

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

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

## Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

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

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

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

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

LLCSD offers staff development specifically aligned to address the California State Standards. Data has indicated that a focus should be placed in the area of mathematics. Several Lakeview teachers attended the California Mathematics Conference and participated in site-based professional development based on the book, *Mathematical Mindsets*. Teachers have also participated in District staff development with a focus on implementing the Next Generation Science Standards (NGSS). Lakeview teachers have also participated in site-based professional development focused on Close and Critical Reading and SBA math claims and targets. All staff development is aligned with improving delivery of our state adopted standards. National standards for teaching and learning online will also be incorporated into professional development during the 2020-2021 school year.

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

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

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

Teacher collaboration by grade level occurs formally in two ways. Students are dismissed one hour early every Wednesday, with two Wednesdays per month dedicated to grade-level collaboration. This setting is used for lesson planning, creating assessments, scoring rubric-based writing assessments, and monitoring and evaluating student data. In addition, teachers use the ILC process which is ninety minutes bi-weekly (45 minutes/2x a month) to meet with grade alike colleagues. The primary focus of this Professional Learning Community is analyzing student data to modify and design quality first instruction and collaborate on the next steps based on data.

## Teaching and Learning

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

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

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

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

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

In order to meet the academic needs of all students, small groups are formed to work with their teacher and to receive support from an interventionist for all ELA and Math lessons. Grade level pacing guides and the school's master schedule allow for several intervention courses to take place throughout the school day. Response to Intervention in reading/English-Language Arts takes place four days a week for grades K-2. Students in grades 3-5 receive two days of English-Language Arts RtI and two days of mathematics RtI. All students participate in intervention groups ranging from intensive to enrichment. In addition, Tier 3 Intervention occurs three days a week for our most struggling learners.

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

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

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

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

## Opportunity and Equal Educational Access

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

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

## Evidence-based educational practices to raise student achievement

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

## Parental Engagement

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

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

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

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

## Funding

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

Title I and LCAP funds are used to provide support to underperforming students. Title 1 funds are used for school interventionists that allow small group support throughout the day. They also provide increased RSP support from a full-time teacher, school counselor, math and science coaches, access to technology, and after school tutoring.

Fiscal support (EPC)

See budget report.

## 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 Lakeview Elementary School. Meaningful opportunities are provided for parents and teachers to collaborate and provide input in the development of the school plan at budget through School Site Council (SSC) and English Learner Advisory Committee (ELAC). Lakeview SSC is comprised of five school staff and three parents who meet on a scheduled, regular basis. Parent members are elected to SSC via a schoolwide nomination and voting process by parents. The ELAC committee has voted to combine with SSC for the 2021-2022 school year. The SPSA document is shared at the initial ELAC and SSC meetings.



Once approved, the SPSA is shared with school staff during a staff meeting. Input is gathered from the Lakeview SSC & ELAC on the following tentative dates: September 23, 2021 October 28, 2021, January 27, 2022, February 24, 2022, and April 28, 2022.

## 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	0.2%	0.19%	0.2%	1	1	1
African American	0.79%	0.96%	0.8%	4	5	4
Asian	0.98%	1.53%	1.4%	5	8	7
Filipino	1.38%	1.34%	1.4%	7	7	7
Hispanic/Latino	90.75%	89.29%	89.2%	461	467	439
Pacific Islander	%	0%	%		0	
White	4.33%	5.16%	5.5%	22	27	27
Multiple/No Response	0.79%	0.96%	0.8%	4	5	4
<b>Total Enrollment</b>				508	523	492

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Kindergarten	89	104	87
Grade 1	70	74	77
Grade 2	86	79	71
Grade 3	84	90	82
Grade 4	85	85	89
Grade 5	94	91	86
Grade 6			
Grade 7			
Grade 8			
Grade 9			
Grade 10			
Grade 11			
Grade 12			
<b>Total Enrollment</b>	508	523	492

### Conclusions based on this data:

- Lakeview saw a decrease in total enrollment from the 2017-18 to the 2018-19 school year.
- African American student enrollment decreased from 17-18 to 18-19 school year.

3. Hispanic student enrollment decreased from 17-18 to 18-19 school year.

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	40	39	31	7.9%	7.5%	6.3%
Fluent English Proficient (FEP)	47	38	27	9.3%	7.3%	5.5%
Reclassified Fluent English Proficient (RFEP)	9	6	7	19.6%	15.0%	17.9%

### Conclusions based on this data:

1. Students in all EL categories has decreased since the 16-17 school year.
2. The percentage of students in the Fluent English Proficient (FEP) has remained the same.
3. The percentage of Reclassified (RFEP) students has decreased from 17-18 to the 18-19 school year.

# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	90	80	86	89	79	86	89	79	86	98.9	98.8	100
Grade 4	116	92	85	116	91	85	116	91	85	100	98.9	100
Grade 5	101	117	93	100	117	93	100	117	93	99	100	100
All Grades	307	289	264	305	287	264	305	287	264	99.3	99.3	100

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2422.	2430.	2441.	23.60	26.58	33.72	21.35	26.58	23.26	25.84	20.25	18.60	29.21	26.58	24.42
Grade 4	2477.	2482.	2490.	31.90	30.77	31.76	25.86	31.87	31.76	21.55	12.09	18.82	20.69	25.27	17.65
Grade 5	2500.	2486.	2500.	19.00	11.11	22.58	31.00	39.32	24.73	27.00	22.22	25.81	23.00	27.35	26.88
All Grades	N/A	N/A	N/A	25.25	21.60	29.17	26.23	33.45	26.52	24.59	18.47	21.21	23.93	26.48	23.11

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	
Grade 3	17.98	24.05	23.26	47.19	48.10	55.81	34.83	27.85	20.93	
Grade 4	24.14	23.08	25.88	52.59	54.95	56.47	23.28	21.98	17.65	
Grade 5	21.00	20.51	19.35	48.00	55.56	46.24	31.00	23.93	34.41	
All Grades	21.31	22.30	22.73	49.51	53.31	52.65	29.18	24.39	24.62	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	28.09	20.25	27.91	44.94	50.63	51.16	26.97	29.11	20.93
Grade 4	22.41	28.57	25.88	56.03	45.05	52.94	21.55	26.37	21.18
Grade 5	25.00	16.24	33.33	50.00	55.56	39.78	25.00	28.21	26.88
All Grades	24.92	21.25	29.17	50.82	50.87	47.73	24.26	27.87	23.11

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	16.85	22.78	20.93	67.42	55.70	60.47	15.73	21.52	18.60
Grade 4	19.13	21.98	21.18	60.87	63.74	69.41	20.00	14.29	9.41
Grade 5	21.00	5.98	18.28	63.00	70.94	64.52	16.00	23.08	17.20
All Grades	19.08	15.68	20.08	63.49	64.46	64.77	17.43	19.86	15.15

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	25.84	31.65	33.72	55.06	53.16	47.67	19.10	15.19	18.60
Grade 4	34.78	32.97	32.94	52.17	50.55	55.29	13.04	16.48	11.76
Grade 5	25.00	20.51	29.03	53.00	53.85	45.16	22.00	25.64	25.81
All Grades	28.95	27.53	31.82	53.29	52.61	49.24	17.76	19.86	18.94

**Conclusions based on this data:**

1. All grade levels saw an increase in students exceeding grade-level standards from the 17-18 to 18-19 school year.
2. All grade levels saw a decrease in students not meeting grade-level standards from the 17-18 to 18-19 school year.
3. Scale scores show overall improvement in reading for all grade levels from the 17-18 to 18-19 school year.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	89	80	86	89	79	86	89	79	86	100	98.8	100
Grade 4	115	92	85	115	91	85	115	91	85	100	98.9	100
Grade 5	101	117	93	100	117	93	100	117	93	99	100	100
All Grades	305	289	264	304	287	264	304	287	264	99.7	99.3	100

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2439.	2436.	2440.	24.72	20.25	24.42	24.72	32.91	36.05	33.71	26.58	17.44	16.85	20.25	22.09
Grade 4	2483.	2490.	2509.	19.13	18.68	30.59	33.04	41.76	36.47	29.57	25.27	21.18	18.26	14.29	11.76
Grade 5	2516.	2496.	2494.	27.00	16.24	16.13	20.00	18.80	21.51	26.00	34.19	33.33	27.00	30.77	29.03
All Grades	N/A	N/A	N/A	23.36	18.12	23.48	26.32	29.97	31.06	29.61	29.27	24.24	20.72	22.65	21.21

Concepts & Procedures Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	
Grade 3	35.96	35.44	39.53	38.20	37.97	32.56	25.84	26.58	27.91	
Grade 4	35.65	38.46	47.06	37.39	43.96	35.29	26.96	17.58	17.65	
Grade 5	30.00	19.66	22.58	33.00	36.75	40.86	37.00	43.59	36.56	
All Grades	33.88	29.97	35.98	36.18	39.37	36.36	29.93	30.66	27.65	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	23.60	31.65	37.21	56.18	40.51	38.37	20.22	27.85	24.42
Grade 4	21.74	19.78	27.06	45.22	60.44	54.12	33.04	19.78	18.82
Grade 5	24.00	17.09	12.90	46.00	50.43	47.31	30.00	32.48	39.78
All Grades	23.03	21.95	25.38	48.68	50.87	46.59	28.29	27.18	28.03

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	32.58	30.38	36.05	46.07	50.63	47.67	21.35	18.99	16.28
Grade 4	28.70	31.87	34.12	50.43	54.95	47.06	20.87	13.19	18.82
Grade 5	29.00	17.95	17.20	44.00	45.30	46.24	27.00	36.75	36.56
All Grades	29.93	25.78	28.79	47.04	49.83	46.97	23.03	24.39	24.24

**Conclusions based on this data:**

1. All claim areas indicate an increase in students scoring above grade-level standards from the 17-18 to 18-19 school year.
2. As a school, Lakeview performed higher than the district average in math.
3. A focus will be placed on 5th grade math instruction as this grade-level saw a significant decrease in achievement (year to year & cohort) for the second consecutive school year.



# School and Student Performance Data

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	*	*	*	*	*	*	*	9
Grade 1	*	*	*	*	*	*	*	5
Grade 2	*	*	*	*	*	*	*	4
Grade 3	*	*	*	*	*	*	*	6
Grade 4	*	*	*	*	*	*	*	6
Grade 5	*	*	*	*	*	*	*	5
All Grades							37	35

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	*	*	*		*		*	*	*
1	*	*		*		*	*	*	*	*
3	*	*	*	*		*	*	*	*	*
4	*	*		*	*	*	*	*	*	*
5	*	*	*	*	*	*		*	*	*
All Grades	56.76	22.86	*	40.00	*	25.71	*	11.43	37	35

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
1	*	*	*	*		*		*	*	*
3	*	*	*	*	*	*		*	*	*
4	*	*		*	*	*	*	*	*	*
5	*	*	*	*	*	*		*	*	*
All Grades	70.27	34.29	*	31.43	*	25.71	*	8.57	37	35

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
4	*	*	*	*	*	*	*	*
All Grades	64.86	37.14	32.43	51.43	*	11.43	37	35

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
All Grades	67.57	34.29	*	57.14	*	8.57	37	35

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
1	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*
All Grades	35.14	8.57	37.84	74.29	*	17.14	37	35

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
1	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*
All Grades	43.24	37.14	40.54	42.86	*	20.00	37	35

**Conclusions based on this data:**

1. There was a significant decline in overall performance from 2018 to 2019.
2. Listening and writing appear to be the strongest domains.
3. Reading is the area with the greatest need for improvement.

# 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
523	61.0	7.5	1.0
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	39	7.5
Foster Youth	5	1.0
Homeless	27	5.2
Socioeconomically Disadvantaged	319	61.0
Students with Disabilities	75	14.3

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	5	1.0
American Indian	1	0.2
Asian	8	1.5
Filipino	7	1.3
Hispanic	467	89.3
Two or More Races	5	1.0
White	27	5.2

### Conclusions based on this data:

- 64% of students enrolled are socioeconomically disadvantaged.
- Students with disabilities make up the second largest student group.
- Students who are Hispanic make up 90% of Lakeview's student population.







# 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
<b>English Language Arts</b>  Green	<b>Chronic Absenteeism</b>  Orange	<b>Suspension Rate</b>  Blue
<b>Mathematics</b>  Green		

#### Conclusions based on this data:

1. Students are demonstrating proficiency and/or growth in ELA and Math.
2. Minimal suspensions are required at Lakeview Elementary.
3. Chronic absenteeism is an area of concern for the student population at Lakeview.

# 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><b>All Students</b></p>  Green 9.8 points above standard Increased ++13.5 points 260	<p><b>English Learners</b></p>  Yellow 21.4 points below standard Increased ++10.1 points 33	<p><b>Foster Youth</b></p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3
<p><b>Homeless</b></p>  No Performance Color 13.8 points below standard Declined Significantly -26.3 points 17	<p><b>Socioeconomically Disadvantaged</b></p>  Green 4.5 points below standard Increased ++7.5 points 174	<p><b>Students with Disabilities</b></p>  Red 75.6 points below standard Maintained ++1.7 points 41

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
<b>African American</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	<b>American Indian</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	<b>Asian</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	<b>Filipino</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4
<b>Hispanic</b>  Green 8.3 points above standard Increased ++14.6 points 239	<b>Two or More Races</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	<b>Pacific Islander</b>  No Performance Color 0 Students	<b>White</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10

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		
<b>Current English Learner</b> 76.1 points below standard Increased Significantly ++17.7 points 16	<b>Reclassified English Learners</b> 30.2 points above standard Increased ++12.9 points 17	<b>English Only</b> 12.7 points above standard Increased ++14.9 points 204

**Conclusions based on this data:**

1. While there are some variances in colors represented on the ELA Dashboard, the majority of students demonstrated growth in ELA.
2. The population of students who are homeless demonstrated a significant decline in scores.
3. While English Language Learners' scores increased, they are still 21.4 points below standard.

# School and Student Performance Data

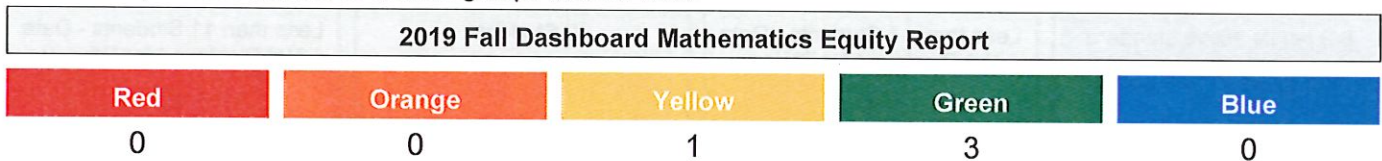
## Academic Performance Mathematics

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		
All Students	English Learners	Foster Youth
 Green 0.5 points below standard Increased ++10.6 points 260	 Green 19.4 points below standard Increased Significantly ++15.1 points 33	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color 37 points below standard Declined -12.1 points 17	 Green 14 points below standard Increased ++3.8 points 174	 Yellow 78.5 points below standard Increased ++10.5 points 41



### 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 2	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4
Hispanic	Two or More Races	Pacific Islander	White
 Green 2.5 points below standard Increased ++9.9 points 239	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	(Empty cell)	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10

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
56.4 points below standard Increased Significantly ++35.5 points 16	15.4 points above standard Increased ++4.9 points 17	1.4 points above standard Increased ++10.7 points 204

**Conclusions based on this data:**

1. The majority of students demonstrated growth in Math.
2. Similar to the ELA scores, the population of students who are homeless declined overall by 12.1 points.
3. While students with disabilities improved overall in their scores, they are performing 78.5 points below standard.

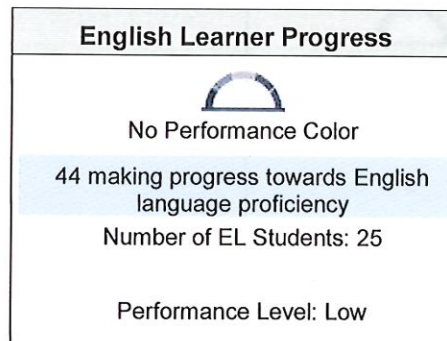
# School and Student Performance Data

## Academic Performance English Learner Progress

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

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

### 2019 Fall Dashboard English Learner Progress Indicator



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

### 2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
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#### Conclusions based on this data:

1. 8/25 English language learners decreased one ELPI Level.
2. The majority of English language learners are not progressing as expected.
3. 36% of students demonstrated progress while 32% maintained and 32% declined.

# School and Student Performance Data

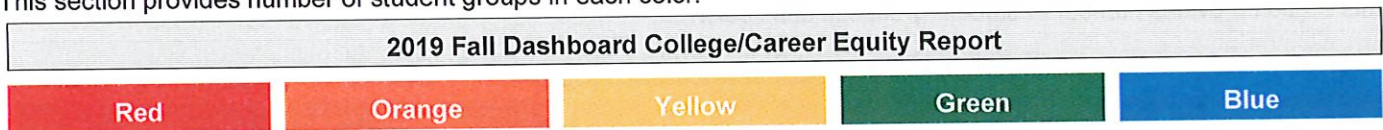
## Academic Performance College/Career

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		
<b>Class of 2017</b>	<b>Class of 2018</b>	<b>Class of 2019</b>
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

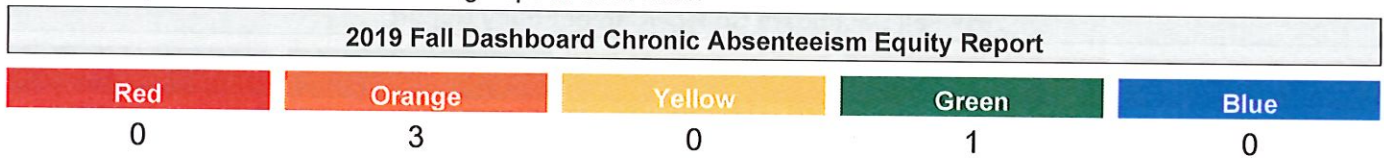
## Academic Engagement Chronic Absenteeism

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><b>All Students</b></p> <p>Orange</p> <p>7.9</p> <p>Increased Significantly +3.7</p> <p>516</p>	<p><b>English Learners</b></p> <p>Green</p> <p>2.4</p> <p>Increased +0.5</p> <p>41</p>	<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>6</p>
<p><b>Homeless</b></p> <p>No Performance Color</p> <p>16</p> <p>Increased +4.2</p> <p>25</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Orange</p> <p>8.8</p> <p>Increased Significantly +4.7</p> <p>340</p>	<p><b>Students with Disabilities</b></p> <p>Orange</p> <p>14.3</p> <p>Increased +5.6</p> <p>77</p>

**2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7
Hispanic	Two or More Races	Pacific Islander	White
 Orange 8.1 Increased Significantly +3.7 469	 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 0	 No Performance Color 9.1 Increased +9.1 22

**Conclusions based on this data:**

- Overall the number of students with chronic absences has increased significantly.
- Students with disabilities, are socioeconomically disadvantaged, and/or Hispanic have shown a significant increase in absences.
- Students who are learning English as a second language have maintained their absence rate.

# 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](#).

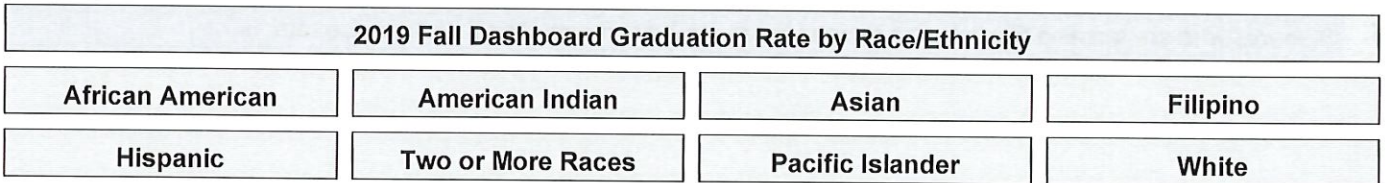
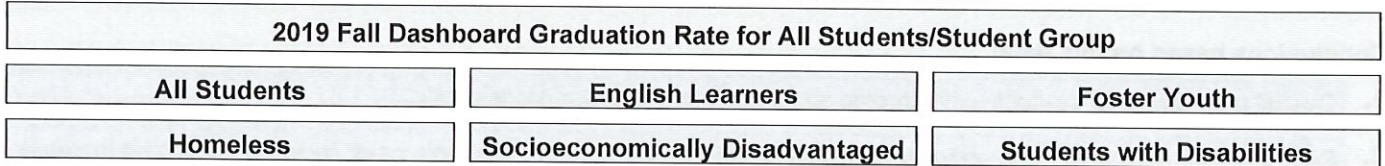
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance      Red      Orange      Yellow      Green      Blue      Highest Performance

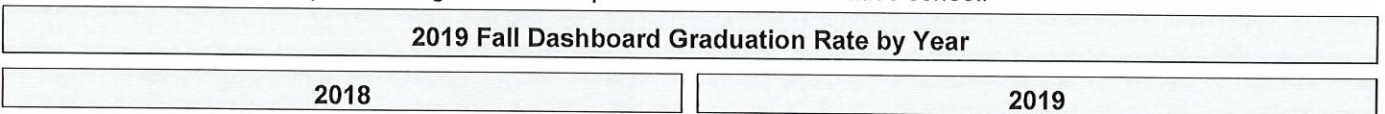
This section provides number of student groups in each color.



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

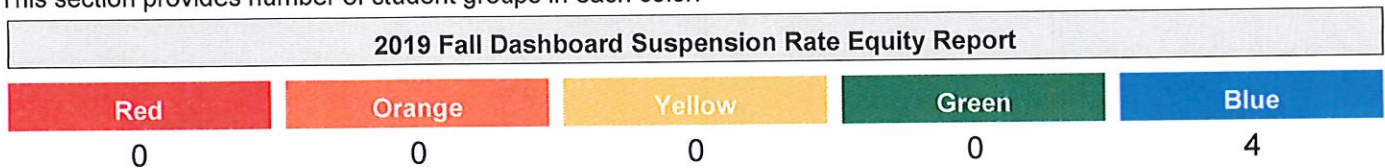
## Conditions & Climate Suspension Rate

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
Blue 0 Declined -0.7 525	Blue 0 Maintained 0 41	No Performance Color Less than 11 Students - Data Not 8
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color 0 Declined -2.9 28	Blue 0 Declined Significantly -1 345	Blue 0 Declined -2.2 81

**2019 Fall Dashboard Suspension Rate by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data 5	 No Performance Color Less than 11 Students - Data 1	 No Performance Color Less than 11 Students - Data 6	 No Performance Color Less than 11 Students - Data 7
Hispanic	Two or More Races	Pacific Islander	White
 Blue 0 Declined -0.6 476	 No Performance Color Less than 11 Students - Data 8		 No Performance Color 0 Declined -5 22

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

**2019 Fall Dashboard Suspension Rate by Year**

2017	2018	2019
	0.7	0

**Conclusions based on this data:**

- Overall, the suspension rate has declined.
- Every indicator on the suspension dashboard is blue.
- The number of suspensions for English language learners was maintained while all other subgroups declined.



# 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

All K-8 students will demonstrate growth toward proficiency in core content areas (e.g., California State Standards, ELD), as measured by:

1. Smarter Balanced Assessments in ELA and Mathematics in grades 3-8
2. District assessments in ELA and Math in grades K-2
3. CAST in science: grade 5. Science District Benchmarks: grades 6, 7 and 8
4. District assessments in history/social science in grades 6-8
5. Percentage of ELs Making Progress in Learning English Based on the ELPAC
6. Redesignation rates for ELs
7. Physical Fitness Tests in grades 5 and 7

## Goal 1

Student Achievement

All K-8 students will demonstrate growth toward proficiency in core content areas (e.g., California State Standards, ELD), as measured by:

1. Smarter Balanced Assessments in ELA and Mathematics in grades 3-8
2. District assessments in ELA and Math in grades K-2
3. CAST in science: grade 5. Science District Benchmarks: grades 6, 7 and 8
4. District assessments in history/social science in grades 6-8
5. Percentage of ELs Making Progress in Learning English Based on the ELPAC
6. Redesignation rates for ELs
7. Physical Fitness Tests in grades 5 and 7

## Identified Need

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

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2018-2019 SBA Data - ELA grades 3-5	Percent Met or Exceeded Grade 3 - 57% Grade 4 - 64% Grade 5 - 48%	Increase or maintain
2020-2021 DRA K-2	Percent Proficient K- 39% 1 - 55% 2 - 69%	Increase or maintain

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2018-2019 SBA Data - Math grades 3-8	Percent Met or Exceeded Grade 3 - 60% Grade 4 - 67% Grade 5 - 38%	Increase or maintain
2020-2021 District Assessments Math grades K-2	Percent Proficient K - 80% 1 - 44% 2 - 40%	Increase or maintain
2018-2019 EL Proficiency on SBA	Percent Met or Exceeded Grade 3 - 17% Grade 4 - 33% Grade 5 - 0%	Increase or maintain
2021 CAST grades 5	Percent Met or Exceeded Grade 5 - 21.51%	Increase or maintain
2018-2019 Physical Fitness Test grades 5	Percent of students in HFZ Grade 5 - 44.1%	Increase or maintain

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

### Strategy/Activity 1

#### Students to be Served by this Strategy/Activity

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

All Students

#### Strategy/Activity

1.1 All teachers will adhere to District pacing guides that reflect the California Standards across the curriculum and work collaboratively to plan and modify instructional units in the areas of ELA, math, science, and history.

#### 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 be provided with planning time to create standards-based lessons, share

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instructional strategies, and create PMAs (Progress Monitoring Assessments).

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

- Scholastic News
- Social Studies Weekly
- Materials as needed
- Math supplies and manipulatives
- Science Materials including Science Week for 5th graders unable to attend Science Camp.

None Specified  
None Specified

Data Reflection Sessions will occur to analyze data and identify student need as well as to discuss student achievement, classwork, level of rigor, and to plan for upcoming units and assessments

District Funded

2000-2999: Classified Personnel Salaries  
The Lakeview Library will be staffed with a daily 3.5/hour Library Media Specialist.

## 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 All teachers will utilize research-based strategies with a focus on CELL/ExLL and Closed/Critical Reading in ELA, Math Talks/Number Talks in mathematics, and the implementation of the Crosscutting Concepts in science. Professional Development will be provided as needed in ELA, math and science.

### 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)

2000

Source(s)

LCFF - Supplemental  
4000-4999: Books And Supplies  
Professional Development materials will be purchased as needed.

<p>6,562</p>	<ul style="list-style-type: none"> <li>Resources/Literature</li> </ul> <p>LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures Professional Conferences for professional development (Good Teaching Conference and Paraeducator Conference)</p>
<p>4985</p>	<p>District Funded None Specified Professional Development will take place at the site and District level.</p> <ul style="list-style-type: none"> <li>Math Coaches/Math Lead</li> <li>Learning Inquiry Teams</li> <li>Teacher Planning Time</li> </ul>
<p>5,764</p>	<p>LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Substitutes to release teachers for learning rounds.</p>

**Strategy/Activity 3**

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

**Strategy/Activity**  
1.3 A system of intervention will be fully implemented to ensure that we respond to student learning in a systemic, timely, and directive manner.

**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)
42,242	<p>Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries Interventionists will be used to support distance learning 5 days a week by allowing strategic small group instruction to occur with the classroom teacher and the interventionist.</p>
1877	<p>LCFF - Supplemental 4000-4999: Books And Supplies Supplemental Materials for tutoring</p> <p>District Funded 1000-1999: Certificated Personnel Salaries</p>

	A general education Summer School program will be offered to provide academic support for students, specifically ELs.
	District Funded 1000-1999: Certificated Personnel Salaries Elementary Student Academic Support TOSA to support students in need of Tier 3 intervention
	District Funded 1000-1999: Certificated Personnel Salaries Tier 3 interventions will be provided for students working far below grade level via the Learning Center.
12,205	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Before and after school tutoring for students working below grade level in reading or math.
2670	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Gate Enrichment after school.
2430	LCFF - Supplemental 4000-4999: Books And Supplies Materials for Gate Enrichment

**Strategy/Activity 4**

**Students to be Served by this Strategy/Activity**

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

All students (EL Students)

**Strategy/Activity**

1.4 We will strengthen our instructional practices targeting English Learners through the implementation of daily, systematic Designated and Integrated ELD. Research based strategies (think-write-pair share, sentence frames) with a focus on Language Functions will be implemented across the curriculum.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
500	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Professional Development will be provided to all teachers. <ul style="list-style-type: none"> <li>• ELD Standards</li> <li>• Integrated vs Designated ELD</li> <li>• Teacher planning time</li> </ul>

	<ul style="list-style-type: none"> <li>Site training by EL Coordinator as needed</li> </ul>
	<p>None Specified None Specified Teachers will incorporate the ELD Language Functions into their daily instruction using the ELA Pacing Guide.</p>
	<p>None Specified None Specified English Learner progress will be monitored and recommendations for redesignation will be made according to district-set criteria.</p>
2000	<p>LCFF - Supplemental 4000-4999: Books And Supplies Instructional materials will be purchased to support Designated and Integrated ELD.</p>
3500.00	<p>Title III 1000-1999: Certificated Personnel Salaries Site EL Coordinator will attend District meetings and assist in monitoring and providing additional assistance for EL students.</p>

**Strategy/Activity 5**

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

All Students

**Strategy/Activity**

1.5 Technology will be used to support student learning in all curricular areas and enhance the instructional program.

**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 4000-4999: Books And Supplies Support will be provided on an ongoing basis for technology, software, and tech supplies to teachers, students, and parents.</p>
6000	<p>LCFF - Supplemental 4000-4999: Books And Supplies Subscriptions to learning platforms/resources (Boom Cards and NearPod).</p>

District Funded  
 1000-1999: Certificated Personnel Salaries  
 Ongoing district professional development for  
 technology platforms from District TOSA.

**Strategy/Activity 6**

**Students to be Served by this Strategy/Activity**

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

All Students

**Strategy/Activity**

1.6 Physical education lessons and strategies will be implemented for 200 minutes every ten days in grades TK-5 to increase students' level of physical fitness.

**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 Staff will provide 200 minutes of physical education every ten days as documented by <ul style="list-style-type: none"> <li>• Lesson plans</li> </ul>
	District Funded 1000-1999: Certificated Personnel Salaries Itinerant Physical Education Teachers will provide standards-based PE instruction to students on a daily basis during distance learning.
550	General Fund 4000-4999: Books And Supplies PE Equipment

# 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.

All teachers adhered to District pacing guides that reflect the California Standards across the curriculum and worked collaboratively to plan and modify instructional units in the areas of ELA, math, science, and history. All teachers utilized research-based strategies with a focus on Closed/Critical Reading strategies in ELA, Math Talks/Number Talks in mathematics, and the implementation of the Crosscutting Concepts in science. Professional Development was provided as needed in ELA, math, and science. A system of intervention (RTI) was fully implemented to ensure that we respond to student learning in a systemic, timely, and directive manner. Teachers utilized small group time on Fridays to work with students who needed additional support. Online tutoring was also available for students who need additional support. We strengthened our instructional practices targeting English Learners through the implementation of daily, systematic Designated, and Integrated ELD. Research-based strategies (think-write-pair share, sentence frames) with a focus on Language Functions were implemented across the curriculum. Technology was used to support student learning in all curricular areas and enhance the instructional program. Physical education lessons and strategies were implemented for 200 minutes every ten days in grades TK-5 to increase students' level of physical fitness.

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

Attendance at planned conferences (MC/NCTM Math, UCLA Science, CUE Conference) was not permitted due to the cancellation of conferences as a result of the COVID-19 pandemic. Professional development shifted toward learning new platforms teachers needed to utilize for instruction as well as a focus on supporting this learning during teacher collaboration time.

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.

A focus on highly effective strategies took place during DRS. The effectiveness of strategies was determined by student outcomes on formal and informal assessments.



# 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
Student transportation, as required by IEPs and safety criteria	100% of eligible students have access to student transportation	Maintain

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Basic supplies and services	100% of sites have basic supplies and services based on allocated base funds	Maintain

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

### Strategy/Activity 1

#### Students to be Served by this Strategy/Activity

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

All Students

#### Strategy/Activity

2.1 The school provides a safe, clean, well-maintained and orderly learning environment that nurtures students and allow for continuous school improvement.

#### 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 Overall maintenance and upkeep of school facilities.

### Strategy/Activity 2

#### Students to be Served by this Strategy/Activity

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

All Students

#### Strategy/Activity

2.2 Students will learn from a highly qualified teacher.

#### 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 Hire and retain highly qualified teachers.

### 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 The school complies with the Williams requirements ensuring that all students have full access to standards-aligned instructional materials.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

[Empty box for Amount(s)]

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

**Strategy/Activity 4**

**Students to be Served by this Strategy/Activity**

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

All students with disabilities

**Strategy/Activity**

2.4 Students on a IEP will have access to District transportation based on their services and program.

**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)

[Empty box for Amount(s)]

District Funded  
None Specified  
Provide transportation for students in Special Education programs based on services.

**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 All students will have access to the basic supplies and services needed to support their learning.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

21419

Source(s)

General Fund

0001-0999: Unrestricted: Locally Defined

Purchase basic supplies and materials for daily operations.

## 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 school provided a safe, clean, well-maintained and orderly learning environment that nurtured students and allowed for continuous school improvement. All students learned from a highly qualified teacher. The school complied with the Williams requirements and ensured that all students had full access to standards-aligned instructional materials. Students on a IEP had access to District transportation based on their services and program. All students had access to the basic supplies and services needed to support their learning. During distance learning, chromebooks and hotspots were distributed to ensure all students had access to the virtual classroom.

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/ budget expenditures to implement the strategies/activities to meet the articulated goal. Some funding was not spent due to a lack of need supplies during the school closure.

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 to this goal will include a focus on safety protocols for campus ingress and egress, movement while on campus, sanitation routines, and signage regarding safety protocols.

# 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

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 Rate (District and Site SMART Goals)
4. Student School Connectedness Rate (Grades 5 and 7)
5. Attendance Rate
6. Chronic Absenteeism Rate
7. Middle School Dropout Rate

## Goal 3

Stakeholder Engagement

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 Rate (District and Site SMART Goals)
4. Student School Connectedness Rate (Grades 5 and 7)
5. Attendance Rate
6. Chronic Absenteeism Rate
7. Middle School Dropout Rate

## 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	55%	Maintain at or above 80%
2020-2021 Parent Satisfaction Survey Results	97%	Maintain at or above 95%
2018-2019 Revised Parent Engagement Response Rate	62%	Maintain or increase
2020-2021 Student School Connectedness Results	96%	+1 until 90% or greater
2018-2019 Attendance Rates	96%	Maintain at 97%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2018-2019 Chronic Absenteeism Rate	4.2%	Decrease by 1%

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

### Strategy/Activity 1

#### Students to be Served by this Strategy/Activity

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

All Students

#### Strategy/Activity

3.1 Strengthen communication with parents and provide resources and opportunities for parents to promote learning in the home and participate in school events.

- Refine modes of communication to keep parents and school community informed
- Provide Parent Education Nights and leadership opportunities.
- Provide positive opportunities for parents to engage in school activities

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1441	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Hire staff members to lead parent education nights <ul style="list-style-type: none"> <li>• Parent Math Education</li> <li>• Family Literacy Night</li> <li>• Kinder Literacy Night</li> <li>• Family Science Night</li> <li>• Kinder Orientation</li> </ul>
1000	LCFF - Supplemental 4000-4999: Books And Supplies Purchase needed supplies for the Parent Education Nights.
600	Title I Part A: Parent Involvement 4000-4999: Books And Supplies Purchase needed supplies for the Parent Education Nights.
206	LCFF - Supplemental

4000-4999: Books And Supplies  
 Supply refreshments for parent meetings or events.

**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 Monitor, support, and promote student attendance. Attendance letters will be generated at the District Office and school site. Provide Attendance Awards, prizes, and incentives

**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)
150	LCFF - Supplemental 4000-4999: Books And Supplies Purchase Attendance Awards <ul style="list-style-type: none"> <li>• Classroom Trophies</li> <li>• Monthly Tags</li> <li>• Certificates</li> </ul>
300	LCFF - Supplemental 4000-4999: Books And Supplies Awards assemblies will be held and awards given to encourage attendance, positive behaviors, and student effort and achievement.  Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) None Specified PTO will provide activities to engage the community with the school as well as support student engagement.
100	LCFF - Supplemental 4000-4999: Books And Supplies We will promote school engagement with SPIRIT Days and incentives

**Strategy/Activity 3**

**Students to be Served by this Strategy/Activity**

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

All Students

**Strategy/Activity**

3.3 Provide programs and activities, in addition to building teacher-student relationships, to increase students' levels of school connectedness. Create opportunities for school connectedness and motivation.

**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 Provide professional development during staff meetings to support the creation and use of engaging and motivating learning activities and strategies.
2550	LCFF - Supplemental 4000-4999: Books And Supplies Purchase needed materials for extra activities <ul style="list-style-type: none"> <li>• Extra-curricular activities</li> </ul>
350	LCFF - Supplemental 4000-4999: Books And Supplies Purchase Trimester Awards for academic achievement, academic growth, and citizenship. Purchase Awards for 5th Grade Promotion

**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 The School Counselor will address the social/emotional needs for all students through a systematic multi-tiered program, including social skills groups.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
	District Funded 1000-1999: Certificated Personnel Salaries



School Counselor will address social/emotional needs of students.

## 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.

Lakeview Elementary strengthened communication with parents and provided resources and opportunities for parents to promote learning in the home and participate in school events. This was accomplished through the use of a weekly newsletter, class dojo, school messenger and parent conferences. Refined modes of communication helped to keep parents and the school community informed. Parent Education Nights are provided in the areas of literacy, math, and science. Parent Leadership Opportunities are provided through school site council (SSC), English learner advisory committee (ELAC), and parent-teacher organization (PTO). Parents were provided with positive opportunities to engage in school activities. Lakeview monitored, supported, and promoted student attendance. Attendance letters were generated at the District Office and school site. Attendance Awards, prizes, and incentives were provided. Opportunities were provided for school connectedness and motivation through extra-curricular activities, ROAR incentives, assemblies, and equipment. The Elementary School Counselor provided counseling and support to foster the educational, emotional, and social development of students.

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/ budget expenditures to implement the strategies/activities to meet the articulated goal with the exception of field trips that were cancelled due to the COVID-19 pandemic.

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 made to this goal will incorporate community-building activities and parent engagement opportunities throughout the school year. These will take place in person when possible.

# 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 Rates (Grades 5 and 7)
4. Parent Safety Survey Rate

## Goal 4

School Climate

School Climate will be conducive to effective teaching and learning, as measured by (metrics):

1. Suspension Rate
2. Expulsion Rate
3. Student School Safety Survey Rates (Grades 5 and 7)
4. Parent Safety Survey Rate

## 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
2019-2020 Suspension Rate	0%	Maintain or decrease
2019-2020 Expulsion Rate	0%	Maintain or decrease
2020-2021 Student School Safety Survey Results	97%	+1 until at or above 90%
2018-2019 Parent Safety Survey Results	99%	Maintain at or 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 School-wide expectations and a proactive student behavior plan will be implemented following the PBIS model to ensure a positive, safe, respectful, learning environment that supports, motivates, and meets the social and emotional needs of all students.

- Inform parents of the school-wide discipline policy, positive reinforcement system, and expectations.
- Review and amend the school-wide expectations.
- Develop and hold PBIS kick-off assemblies and reinforcement assemblies
- Participate in Year 5 of PBIS training.
- Implement Lakeview ROAR cards to reinforce positive behavior with additional rewards.
- Track ODR and SDR (referral) data in the SWIS system. Analyze data and report to all stakeholders.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
	District Funded 5000-5999: Services And Other Operating Expenditures Provide staff with PBIS Professional Development by the PBIS Team, Coach, and Principal.
2550	LCFF - Supplemental 4000-4999: Books And Supplies Purchase incentives for PBIS and SEL programs.

**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 Elementary School Counselor to provide counseling and support to foster the educational, emotional, and social development of 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

1000-1999: Certificated Personnel Salaries  
Utilize Elementary School Counselor to provide counseling and support to foster the educational, emotional, and social development of students

### 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 Establish community partnerships to assist in addressing students' social and emotional needs. Partner with Turning Point Center to provide support to at-risk students with counseling interns. Partner with the SFS Family and Youth Intervention Team and Pacific Clinics to provide support for at-risk 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)
	None Specified None Specified Partner with Turning Point Center to provide support to at-risk students with counseling interns
	None Specified None Specified Partner with the SFS Family and Youth Intervention Team and Pacific Clinics to provide support for at-risk students

## 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.

School-wide expectations and a proactive student behavior plan were implemented following the PBIS model to ensure a positive, safe, respectful, learning environment that supports, motivates, and meets the social and emotional needs of all students. Parents were informed of the school-wide discipline policy, positive reinforcement system, and expectations. The school-wide

expectations were reviewed. PBIS kick-off assemblies and reinforcement assemblies were developed and held. Lakeview will participate in year five of PBIS training. Lakeview ROAR points via Class Dojo instead of ROAR Cards were implemented to reinforce positive behavior with additional rewards. Students were able to redeem ROAR points for classroom incentives, incentives at the bi-weekly ROAR Store, as well as weekly raffle incentives. Behavior data is tracked in the SWIS system allowing the team to analyze areas where more support is needed. Lakeview analyzed data and reported to all stakeholders. The Elementary School Counselor was utilized to provide counseling and support to foster the educational, emotional, and social development of students. Community partnerships were established to assist in addressing students' social and emotional needs. Lakeview partnered with Turning Point Center to provide support to at-risk students with counseling interns.

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/ budget expenditures to implement the strategies/activities to meet the articulated goal.

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.

The frequency of incentives will return to weekly opportunities on school grounds. In addition, ROAR cards will return for grades TK-3 while 4th and 5th grade students will continue to utilize ROAR points via Class Dojo.

# 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	\$132,175.00

## 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	\$42,242.00
Title I Part A: Parent Involvement	\$600.00
Title III	\$3,500.00

Subtotal of additional federal funds included for this school: \$46,342.00

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	\$4,985.00
General Fund	\$21,969.00
LCFF - Supplemental	\$58,879.00

Subtotal of state or local funds included for this school: \$85,833.00

Total of federal, state, and/or local funds for this school: \$132,175.00

# 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
LCFF - Supplemental	51606.00	-7,273.00
Unrestricted	20752.00	20,752.00
Donations	1498.89	1,498.89

## Expenditures by Funding Source

Funding Source	Amount
District Funded	4,985.00
General Fund	21,969.00
LCFF - Supplemental	58,879.00
Title I Part A: Allocation	42,242.00
Title I Part A: Parent Involvement	600.00
Title III	3,500.00

## Expenditures by Budget Reference

Budget Reference	Amount
0001-0999: Unrestricted: Locally Defined	21,419.00
1000-1999: Certificated Personnel Salaries	68,322.00
4000-4999: Books And Supplies	30,887.00
5000-5999: Services And Other Operating Expenditures	6,562.00
None Specified	4,985.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
None Specified	District Funded	4,985.00

0001-0999: Unrestricted: Locally Defined	General Fund	21,419.00
4000-4999: Books And Supplies	General Fund	550.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	22,580.00
4000-4999: Books And Supplies	LCFF - Supplemental	29,737.00
5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	6,562.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	42,242.00
4000-4999: Books And Supplies	Title I Part A: Parent Involvement	600.00
1000-1999: Certificated Personnel Salaries	Title III	3,500.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	101,509.00
Goal 2	21,419.00
Goal 3	6,697.00
Goal 4	2,550.00



# 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

Name of Members	Role
Kelly Love	Principal
Julie Dearborn	Classroom Teacher
Lucia Fussell	Classroom Teacher
Dave Zofrea	Classroom Teacher
Nancy Berber	Other School Staff
Brittany Acuna	Parent or Community Member
Veronica Aldana	Parent or Community Member
Lissette Rivera	Parent or Community Member
Gloria Vargas	Parent or Community Member

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

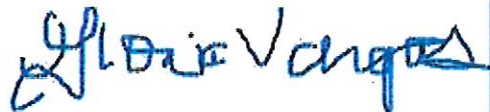
# Recommendations and Assurances

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

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

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

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


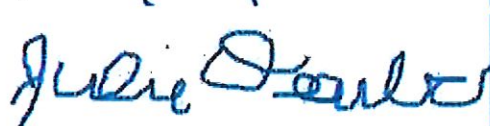
Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

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 30, 2021.

Attested:

	Principal, Kelly Love on 10/1/2020
	SSC Chairperson, Julie Dearborn on 10/1/2020

FastBridge ELA Data 2020-2021							
National Percentile							
	All	EL	LI	SWD	Hispanic	Homeless	
Total	42.63	11.2	38.79	22.56	41.71	35.47	
3	48.67						
4	38.79						
5	40.89						

FastBridge Math Data 2020-2021							
National Percentile							
	All	EL	LI	SWD	Hispanic	Homeless	
Total	41.62	12.67	38.03	19.73	41.14	28.87	
3	45.21						
4	39.56						
5	40.37						

