



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Lakewood Elementary School	43696906049233	September 17, 2024	October 24, 2024

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

California’s ESSA State Plan supports the state’s approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state’s Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by Lakewood Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

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Plan Description

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

This plan is being used by Lakewood Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

This plan is closely aligned with our district LCAP. Goals 1-4 are based directly on LCAP & strategic plan goals.

Educational Partner Involvement

How, when, and with whom did Lakewood Elementary 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

This year the School Site Council (SSC) reviewed portions of the existing SPSA at every meeting throughout the year and gave input on each goal area in preparation for the annual update. The School Site Council also reviewed the new goals for the District's Local Control and Accountability Plan (LCAP) in May 2024, and provided substantive feedback and input that informed the goals, actions, and strategies in the 2024-25 School Plan for Student Achievement (SPSA). Meetings were held on the following dates: September 21, 2023, October 24, 2023, January 23, 2024, April 9, 2024, May 30, 2024, and September 17, 2024. This input informed the goals, actions, and strategies in the 2024-2025 SPSA.

In addition, the English Learner Advisory Committee (ELAC) reviewed elements of the plan at meetings held on the following date: March 7, 2024. Parents and community members present at those meetings had the opportunity to give input on the SPSA as it relates to English Learners. Community members, parents, teachers, and staff, had the opportunity to provide feedback and input into the new LCAP goals at the stakeholder feedback forum held on March 13, 2024.

As we implement these goals, all community partners are committed to developing lifelong learners by providing an exemplary education in a welcoming, joy-filled community where each person feels safe, valued, and prepared to contribute to an ever-changing world.

Resource Inequities

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

This section is required for all schools eligible for ATSI and CSI.

Not applicable

Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

ELL (ELPI)- Lakewood saw a 11.7 point decrease from the 2022 year. We identified that a larger number of students maintained their score versus those that progressed one level. To address this decline, Lakewood has provided multiple staff professional development opportunities as well as coaching cycles around supporting our English Language

Learners (ELL). Additionally, teachers identified students who are ELLs as focus students for their instruction to address their specific learning needs.

Students with disabilities (ELA/Math)– Students with disabilities maintained their math score from the previous year. As we reviewed the math data from the 2023-2024 school year, students with disabilities at Lakewood has increased in students with more moderate to extensive needs than in previous years. To address this shift, the Special Education Team, will meet as a PLC to discuss how to support students meet their goals.

Hispanic (ELA)– Students identified as Hispanic maintained their ELA score with slight point increase of 1.8. Lakewood has seen a larger increase of students in grades 4 and 5 needing foundational literacy skills. To address this gap, teachers received training on foundational literacy skills instruction in January of 2024. They implemented the instruction the second half of the school. We will begin the school year with stronger progress monitoring and targeted instruction. Additionally, teachers identified students who are Hispanic as focus students for their instruction to address their specific learning needs.

Socioeconomically Disadvantaged (ELA)– Socioeconomically Disadvantaged students showed a 16.7 decrease in their scores. To address this need, the Lakewood CARE team will conduct a needs assessment that elicits feedback from families to see how the school may support their child and family. Additionally, teachers will review data and progress monitor students from this group. They will provide targeted instruction to meet the needs of the students.

White (ELA/Absenteeism)– White students at Lakewood has seen a larger increase of students in grades 4 and 5 needing foundational literacy skills. To address this gap, teachers received training on foundational literacy skills instruction in January of 2024. They implemented the instruction the second half of the school. We will begin the school year with stronger progress monitoring and targeted instruction. Additionally, teachers identified students who are White as focus students for their instruction to address their specific learning needs. To address absenteeism, the attendance team will partner with White families to support their students in increasing their attendance.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the “all student” performance.

Students with disabilities (Math)– In the Math Indicator, students with disabilities scored in the "Red" performance category for overall performance in Math. This is 2 bands below "all students" performance in "Yellow" and 24.1 points below standard.

Students with Disabilities (School Climate)– Suspension Rate Indicator, students with disabilities scored in the "Yellow" performance category for Suspension Rate. This is 2 bands below the "All Students" performance, where students maintained their suspension rate.

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

Based on our data from students Individual Education Plans (IEPs), we plan to monitor students progress towards meeting goals at more frequent intervals.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Lakewood Elementary School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	3.06%	2.46%	0.80%	12	10	3
African American	1.28%	1.47%	2.40%	5	6	9
Asian	8.67%	8.35%	9.87%	34	34	37
Filipino	12.24%	9.83%	8.27%	48	40	31
Hispanic/Latino	42.86%	51.84%	56.00%	168	211	210
Pacific Islander	1.02%	1.97%	1.60%	4	8	6
White	15.56%	12.53%	10.40%	61	51	39
Multiple/No Response	9.95%	8.35%	8.27%	39	34	31
Total Enrollment				392	407	375

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Transitional Kindergarten	12	20	19
Kindergarten	88	74	44
Grade 1	57	78	49
Grade 2	57	63	72
Grade 3	60	64	63
Grade 4	72	58	68
Grade 5	58	70	59
Total Enrollment	392	407	375

Conclusions based on this data:

- Lakewood Tech EQ has seen a decline of approximately 17 students from 2021-2022 to 2023-2024.
- The percentage of Hispanic/Latino students has increased from 42.86% in 2021-2022 to 56% in 2023-2024. The percentage of White students has decreased from 15.56% in 2021-2022 to 10.4% in 2023-2024.
- Our overall enrollment has seen a decline in grades K and 1. Lakewood has 52 fewer students in those two grades from 2021-2022 to 2023-2024.

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	120	127	127	26.4%	30.6%	33.9%
Fluent English Proficient (FEP)	25	23	42	6%	18%	11.2%
Reclassified Fluent English Proficient (RFEP)	14	13	16	3.5%	10%	4%

Conclusions based on this data:

1. Lakewood has had a 7.5% increase in the percentage of English Learners over the past three years, from 26.4% to 33.9%.
2. The percentage of students who Reclassified Fluent English Proficient decreased from 10% in 2022-2023 to 4% in 2023-2024. When you reclassify a large number of students, the following year's reclassification is lower.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	57	69	63	57	68	61	57	68	61	100.0	98.6	96.8
Grade 4	70	63	69	70	60	66	70	60	66	100.0	95.2	95.7
Grade 5	57	72	64	57	71	60	57	71	60	100.0	98.6	93.8
All Grades	184	204	196	184	199	187	184	199	187	100.0	97.5	95.4

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2385.	2421.	2410.	7.02	25.00	21.31	24.56	19.12	14.75	28.07	26.47	37.70	40.35	29.41	26.23
Grade 4	2432.	2395.	2451.	14.29	6.67	21.21	21.43	13.33	18.18	22.86	23.33	22.73	41.43	56.67	37.88
Grade 5	2496.	2473.	2456.	19.30	18.31	13.33	26.32	23.94	25.00	22.81	16.90	21.67	31.58	40.85	40.00
All Grades	N/A	N/A	N/A	13.59	17.09	18.72	23.91	19.10	19.25	24.46	22.11	27.27	38.04	41.71	34.76

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	8.77	11.76	16.39	63.16	66.18	59.02	28.07	22.06	24.59
Grade 4	5.71	8.33	13.64	67.14	51.67	62.12	27.14	40.00	24.24
Grade 5	15.79	15.49	10.00	61.40	59.15	58.33	22.81	25.35	31.67
All Grades	9.78	12.06	13.37	64.13	59.30	59.89	26.09	28.64	26.74

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	1.75	19.12	9.84	61.40	54.41	62.30	36.84	26.47	27.87
Grade 4	12.86	5.00	16.67	55.71	43.33	54.55	31.43	51.67	28.79
Grade 5	19.30	19.72	15.00	52.63	45.07	51.67	28.07	35.21	33.33
All Grades	11.41	15.08	13.90	56.52	47.74	56.15	32.07	37.19	29.95

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	12.28	16.18	13.11	63.16	67.65	72.13	24.56	16.18	14.75
Grade 4	4.29	3.33	7.58	72.86	68.33	69.70	22.86	28.33	22.73
Grade 5	10.53	12.68	8.33	75.44	63.38	70.00	14.04	23.94	21.67
All Grades	8.70	11.06	9.63	70.65	66.33	70.59	20.65	22.61	19.79

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	3.51	14.71	14.75	71.93	61.76	57.38	24.56	23.53	27.87
Grade 4	8.57	10.00	12.12	68.57	63.33	72.73	22.86	26.67	15.15
Grade 5	24.56	12.68	13.33	59.65	63.38	60.00	15.79	23.94	26.67
All Grades	11.96	12.56	13.37	66.85	62.81	63.64	21.20	24.62	22.99

Conclusions based on this data:

1. 3rd grade showed the most gains of the 3 grade levels, 3, 4, 5, with the most gains in the % Standard Exceeded category.
2. 4th grade students were the lowest performing cohort across all areas in the 2022-2023 testing year.
3. The listening subtest has the lowest proficiency rates of the 4 ELA subtests.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	57	69	63	57	69	63	57	69	63	100.0	100.0	100
Grade 4	70	63	69	70	63	69	70	63	69	100.0	100.0	100
Grade 5	57	72	64	57	72	64	57	72	64	100.0	100.0	100
All Grades	184	204	196	184	204	196	184	204	196	100.0	100.0	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 Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2405.	2436.	2414.	10.53	21.74	21.74	26.32	21.74	21.74	26.32	30.43	30.43	36.84	26.09	26.09
Grade 4	2434.	2425.	2425.	10.00	9.52	9.52	18.57	12.70	12.70	31.43	28.57	28.57	40.00	49.21	49.21
Grade 5	2464.	2472.	2472.	12.28	15.28	15.28	7.02	13.89	13.89	35.09	31.94	31.94	45.61	38.89	38.89
All Grades	N/A	N/A	N/A	10.87	15.69	15.69	17.39	16.18	16.18	30.98	30.39	30.39	40.76	37.75	37.75

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		12.28	26.09		49.12	43.48		38.60	30.43
Grade 4		12.86	11.11		41.43	44.44		45.71	44.44
Grade 5		12.28	13.89		52.63	47.22		35.09	38.89
All Grades		12.50	17.16		47.28	45.10		40.22	37.75

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Communicating Reasoning									
Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		17.54	15.94		63.16	62.32		19.30	21.74
Grade 4		8.57	11.11		61.43	46.03		30.00	42.86
Grade 5		10.53	6.94		54.39	54.17		35.09	38.89
All Grades		11.96	11.27		59.78	54.41		28.26	34.31

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Conclusions based on this data:

1. Students in the % Above Standard and % At or Near Standard scored relatively close (within +/-3.42% in each section), Lakewood students' strongest subsection was the Communicating Reasoning subtest.
2. Problem Solving and Modeling/Data Analysis was the lowest performing subgroup.
3. Students have made a 4.82% gain in the % Standard Exceeded category for All Grades from 21-22 to 22-23.

School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](http://English Language Proficiency Assessments for California (ELPAC) web page) web page or the ELPAC.org website for more information about the ELPAC.

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	1421.7	1410.5	1411.9	1427.7	1422.8	1417.7	1407.7	1381.5	1398.3	33	36	24
1	1468.2	1428.1	1427.0	1467.8	1443.1	1427.4	1468.3	1412.6	1426.1	25	16	30
2	1477.8	1515.3	1460.5	1479.2	1505.0	1463.9	1475.8	1525.1	1456.7	21	19	20
3	1487.6	1480.7	1484.0	1490.0	1468.4	1485.6	1484.8	1492.6	1481.7	17	18	18
4	1508.3	1498.4	1489.0	1507.6	1504.4	1478.3	1508.4	1491.7	1499.2	19	18	20
5	1520.3	1521.9	1513.1	1530.5	1517.3	1499.4	1509.4	1526.1	1526.3	20	15	18
All Grades										135	122	130

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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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	21.21	16.67	8.33	24.24	16.67	45.83	27.27	30.56	29.17	27.27	36.11	16.67	33	36	24
1	20.00	6.25	3.33	48.00	18.75	23.33	28.00	43.75	46.67	4.00	31.25	26.67	25	16	30
2	4.76	21.05	15.00	52.38	73.68	30.00	28.57	5.26	30.00	14.29	0.00	25.00	21	19	20
3	11.76	11.11	5.56	29.41	50.00	38.89	47.06	16.67	44.44	11.76	22.22	11.11	17	18	18
4	15.79	11.11	15.00	36.84	44.44	40.00	36.84	27.78	15.00	10.53	16.67	30.00	19	18	20
5	15.00	20.00	27.78	45.00	40.00	16.67	30.00	20.00	27.78	10.00	20.00	27.78	20	15	18
All Grades	15.56	14.75	11.54	38.52	37.70	32.31	31.85	24.59	33.08	14.07	22.95	23.08	135	122	130

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	24.24	19.44	4.17	21.21	16.67	45.83	30.30	27.78	33.33	24.24	36.11	16.67	33	36	24
1	44.00	6.25	6.67	24.00	18.75	26.67	24.00	68.75	46.67	8.00	6.25	20.00	25	16	30
2	23.81	52.63	30.00	57.14	36.84	30.00	9.52	10.53	20.00	9.52	0.00	20.00	21	19	20
3	23.53	22.22	44.44	52.94	38.89	33.33	17.65	16.67	0.00	5.88	22.22	22.22	17	18	18
4	42.11	50.00	35.00	31.58	33.33	35.00	10.53	0.00	0.00	15.79	16.67	30.00	19	18	20
5	35.00	46.67	50.00	55.00	33.33	16.67	5.00	0.00	5.56	5.00	20.00	27.78	20	15	18
All Grades	31.85	31.15	25.38	37.78	27.87	31.54	17.78	21.31	20.77	12.59	19.67	22.31	135	122	130

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	21.21	8.33	4.17	21.21	13.89	29.17	30.30	36.11	45.83	27.27	41.67	20.83	33	36	24
1	12.00	6.25	3.33	48.00	25.00	16.67	28.00	25.00	43.33	12.00	43.75	36.67	25	16	30
2	9.52	21.05	5.00	23.81	47.37	45.00	42.86	26.32	10.00	23.81	5.26	40.00	21	19	20
3	11.76	0.00	5.56	11.76	27.78	11.11	47.06	55.56	61.11	29.41	16.67	22.22	17	18	18
4	5.26	0.00	10.00	26.32	16.67	10.00	42.11	44.44	50.00	26.32	38.89	30.00	19	18	20
5	10.00	6.67	22.22	10.00	20.00	5.56	45.00	60.00	38.89	35.00	13.33	33.33	20	15	18
All Grades	12.59	7.38	7.69	24.44	23.77	20.00	37.78	40.16	41.54	25.19	28.69	30.77	135	122	130

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Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	36.36	22.22	16.67	42.42	38.89	75.00	21.21	38.89	8.33	33	36	24
1	48.00	25.00	13.33	44.00	68.75	63.33	8.00	6.25	23.33	25	16	30
2	9.52	31.58	30.00	71.43	63.16	45.00	19.05	5.26	25.00	21	19	20
3	23.53	27.78	44.44	58.82	44.44	38.89	17.65	27.78	16.67	17	18	18
4	42.11	33.33	25.00	57.89	55.56	45.00	0.00	11.11	30.00	19	18	20
5	15.00	26.67	16.67	80.00	66.67	66.67	5.00	6.67	16.67	20	15	18
All Grades	30.37	27.05	23.08	57.04	53.28	56.92	12.59	19.67	20.00	135	122	130

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Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	18.18	13.89	4.17	51.52	52.78	70.83	30.30	33.33	25.00	33	36	24
1	32.00	6.25	16.67	60.00	56.25	53.33	8.00	37.50	30.00	25	16	30
2	52.38	68.42	30.00	42.86	31.58	60.00	4.76	0.00	10.00	21	19	20
3	41.18	55.56	44.44	52.94	16.67	38.89	5.88	27.78	16.67	17	18	18
4	47.37	55.56	45.00	31.58	27.78	25.00	21.05	16.67	30.00	19	18	20
5	85.00	73.33	61.11	10.00	6.67	11.11	5.00	20.00	27.78	20	15	18
All Grades	42.96	40.98	30.77	42.96	35.25	45.38	14.07	23.77	23.85	135	122	130

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Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	9.09	8.33	8.33	60.61	55.56	87.50	30.30	36.11	4.17	33	36	24
1	24.00	31.25	6.67	60.00	12.50	50.00	16.00	56.25	43.33	25	16	30
2	4.76	21.05	25.00	71.43	68.42	35.00	23.81	10.53	40.00	21	19	20
3	11.76	0.00	5.56	41.18	61.11	38.89	47.06	38.89	55.56	17	18	18
4	10.53	0.00	10.00	68.42	55.56	50.00	21.05	44.44	40.00	19	18	20
5	10.00	6.67	16.67	55.00	80.00	50.00	35.00	13.33	33.33	20	15	18
All Grades	11.85	10.66	11.54	60.00	55.74	53.08	28.15	33.61	35.38	135	122	130

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Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	33.33	25.00	37.50	33.33	33.33	37.50	33.33	41.67	25.00	33	36	24
1	16.00	0.00	0.00	76.00	68.75	75.86	8.00	31.25	24.14	25	16	29
2	14.29	31.58	10.00	71.43	57.89	55.00	14.29	10.53	35.00	21	19	20
3	11.76	11.11	11.11	76.47	83.33	77.78	11.76	5.56	11.11	17	18	18
4	0.00	5.56	10.00	84.21	66.67	70.00	15.79	27.78	20.00	19	18	20
5	0.00	26.67	33.33	85.00	53.33	27.78	15.00	20.00	38.89	20	15	18
All Grades	14.81	18.03	16.28	67.41	56.56	58.14	17.78	25.41	25.58	135	122	129

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Conclusions based on this data:

1. While grades 4 and 5 increased the number of students scoring at Level 4, grades K, 1, 2, and 3 decreased.
2. The Speaking Domain is an area of relative strength in the 2022-2023 school year.
3. The Reading Domain is the area for greatest improvement in the 2022-2023 school year.

School and Student Performance Data

California School Dashboard Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
407	54.3	31.2	Students whose well being is the responsibility of a court.
Total Number of Students enrolled in Lakewood Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	127	31.2
Foster Youth		
Homeless	1	0.2
Socioeconomically Disadvantaged	221	54.3
Students with Disabilities	57	14

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	6	1.5
American Indian	10	2.5
Asian	34	8.4
Filipino	40	9.8
Hispanic	211	51.8
Two or More Races	34	8.4
Pacific Islander	8	2
White	51	12.5

Conclusions based on this data:

1. The percentage of students identified as socioeconomically disadvantaged has increased from 42.7% to 54.3% in two years. Past socio-economically disadvantaged data can be found on past California Dashboards.
2. Students identified as Hispanic have increased from 42.9% to 51.8% from the previous year to the 2022-2023 school year.

School and Student Performance Data

Overall Performance

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



2023 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. Lakewood Tech EQ needs to identify and address the contributing factors that have led to a Red indicator for English Learner Progress.
2. Lakewood has improved its Suspension Rate and Chronic Absenteeism from the previous year to the 2023 Fall Dashboard Overall Performance for All Students.

School and Student Performance Data

Academic Performance English Language Arts

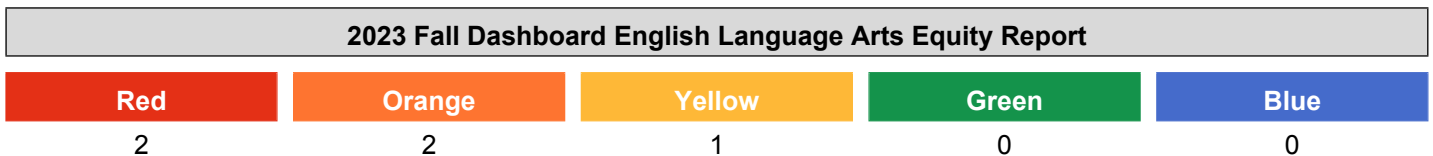
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This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> <p>Orange</p> <p>35.8 points below standard</p> <p>Decreased -5.7 points</p> <p>188 Students</p>	<p>English Learners</p> <p>Yellow</p> <p>53 points below standard</p> <p>Increased +3.4 points</p> <p>69 Students</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>0 Students</p>
<p>Homeless</p> <p>Less than 11 Students</p> <p>4 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>57.3 points below standard</p> <p>Decreased Significantly -16.7 points</p> <p>108 Students</p>	<p>Students with Disabilities</p> <p>Red</p> <p>133.1 points below standard</p> <p>Decreased Significantly -24.1 points</p> <p>38 Students</p>

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students	Less than 11 Students	23 points above standard	15.3 points above standard
2 Students	9 Students	Increased Significantly +62.6 points	Increased +5.8 points
		13 Students	23 Students
Hispanic	Two or More Races	Pacific Islander	White
 Red	26.8 points above standard	Less than 11 Students	 Orange
70.7 points below standard	Decreased Significantly - 18.8 points	5 Students	26.8 points below standard
Maintained +1.8 points	13 Students		Maintained -0.7 points
81 Students			30 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
103.9 points below standard	36.7 points above standard	26.3 points below standard
Decreased -12.7 points	Increased +14.2 points	Decreased -4.1 points
44 Students	25 Students	102 Students

Conclusions based on this data:

1. Students identified as Socioeconomically Disadvantaged and Students with Disabilities both "Decreased Significantly".
2. Students identified as English Learners had a moderate increase.
3. While Lakewood's Reclassified English Learners Increased on the 2023 Fall Dashboard English Arts Data Comparisons for English Learners, the Current English Learner student group decreased.

School and Student Performance Data

Academic Performance Mathematics

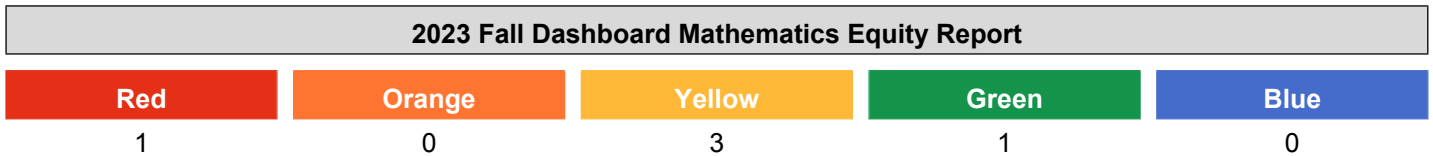
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This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	English Learners	Foster Youth
 Yellow	 Yellow	 No Performance Color
33.5 points below standard Increased Significantly +15.1 points	43.6 points below standard Increased Significantly +27.8 points	0 Students
188 Students	69 Students	
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Less than 11 Students 4 Students	 Yellow	 Red
	57.6 points below standard Increased +6.1 points	113.7 points below standard Maintained -0.8 points
	108 Students	38 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 2 Students	Less than 11 Students 9 Students	16.7 points above standard Increased Significantly +54.3 points 13 Students	16.7 points above standard Increased Significantly +26.8 points 23 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 63.9 points below standard Increased Significantly +22.7 points 81 Students	19 points above standard Decreased -12.3 points 13 Students	Less than 11 Students 5 Students	 Green 4.1 points below standard Increased Significantly +43.9 points 30 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
85.6 points below standard Increased +10.2 points 44 Students	30.4 points above standard Increased Significantly +46.3 points 25 Students	27.7 points below standard Increased Significantly +15.8 points 102 Students

Conclusions based on this data:

- Lakewood Tech EQ's All Students, English Learners, Hispanic, and White groups performance Increased Significantly; Socioeconomically Disadvantaged Students Increased their performance; and Students with Disabilities Maintained their performance.
- While Socioeconomically Disadvantaged Students increased their performance, Lakewood will continue to address the performance gap to increase their points to meet standard.
- To increase student performance in Mathematics, Students with Disabilities will continue to be an area of focus for Lakewood to develop and implement strategies that address their individual needs.

School and Student Performance Data

Academic Performance English Learner Progress

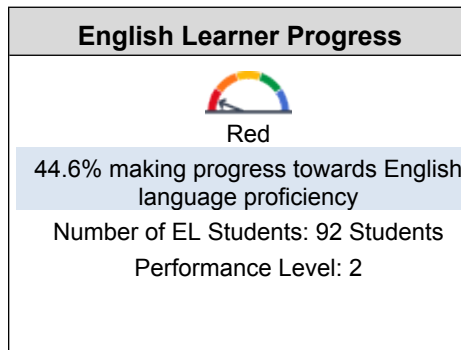
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This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2023 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.

2023 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
17	34	1	40

Conclusions based on this data:

1. More than half of Lakewood English Learners Maintained or Decreased their ELPI level.
2. A little less than half of students Progressed at Least One ELPI Level.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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This section provides number of student groups in each level.



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.

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students Yellow 18.7% Chronically Absent Declined Significantly -4.9 433 Students	English Learners Yellow 17% Chronically Absent Declined -0.7 141 Students	Foster Youth Less than 11 Students 1 Student
Homeless 45.5% Chronically Absent 0 11 Students	Socioeconomically Disadvantaged Yellow 20% Chronically Absent Declined Significantly -6.9 250 Students	Students with Disabilities Yellow 16% Chronically Absent Declined -7.5 75 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 7 Students	Less than 11 Students 10 Students	 Green 5.7% Chronically Absent Declined -13.7 35 Students	 Yellow 12.5% Chronically Absent Declined -5.9 40 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 23.5% Chronically Absent Declined Significantly -8.5 230 Students	 Yellow 14% Chronically Absent Declined -6 50 Students	Less than 11 Students 10 Students	 Orange 11.8% Chronically Absent Increased 5.2 51 Students

Conclusions based on this data:

1. All student groups Decreased or Decreased Significantly on the 2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group.
2. All student by Race/Ethnicity but White (5.2% Increase) Decreased or Decreased Significantly on the 2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group.
3. While Hispanic Students had the highest absenteeism rate of 23.5%, that group Declined Significantly by 8.5%. Despite the large reduction, the higher rate still indicates a higher level of absenteeism compared to other groups.

School and Student Performance Data

Conditions & Climate Suspension Rate

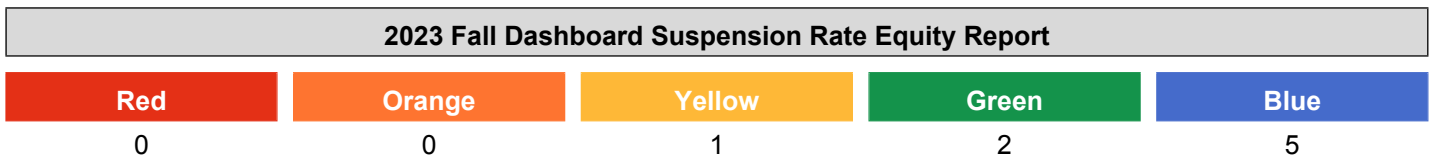
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This section provides number of student groups in each level.



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.

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
 Blue 0.5% suspended at least one day Declined -0.8 438 Students	 Blue 0% suspended at least one day Maintained 0 143 Students	Less than 11 Students 1 Student
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
18.2% suspended at least one day 11 Students	 Green 0.8% suspended at least one day Declined -0.7 252 Students	 Yellow 1.3% suspended at least one day Maintained -0.1 75 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>Less than 11 Students 7 Students</p>	<p>Less than 11 Students 10 Students</p>	<p align="center"> Blue</p> <p align="center">0% suspended at least one day</p> <p align="center">Maintained 0 35 Students</p>	<p align="center"> Blue</p> <p align="center">0% suspended at least one day</p> <p align="center">Maintained 0 40 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p align="center"> Green</p> <p align="center">0.9% suspended at least one day</p> <p align="center">Declined -0.3 234 Students</p>	<p align="center"> Blue</p> <p align="center">0% suspended at least one day</p> <p align="center">Declined -3.1 51 Students</p>	<p>Less than 11 Students 10 Students</p>	<p align="center"> Blue</p> <p align="center">0% suspended at least one day</p> <p align="center">Maintained 0 51 Students</p>

Conclusions based on this data:

1. The All Students suspension rate is rated as "Blue" indicating a positive school climate and effective behavioral management.
2. The suspension rate indicator for Students with Disabilities maintained, but was two levels below the All Students group.
3. While the homeless population at Lakewood is 11 students, 18.2% of those students experienced a suspension for a least one day. This represents two students who engaged in physical altercations.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Mathematics

Students will make at least one year growth if they are currently at or above grade level. Students who are not yet at grade-level will make more than one-year growth.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

- Goal 2: Students receive equitable opportunities for growth
- Goal 4: Students achieve mastery of core content areas.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

In 2023-2024 school year, all student groups scored within the same level except Students with Disabilities. Our NWEA and CAASPP scores were approximately 3% +/- from each other. Our strongest growth on CAASPP was with our Hispanic EL group with 5.03% growth from 2022-2023 to 2023-2024. Students with Disabilities will be a focus group for 2024-2025 as their scores maintained while all other groups increased. Additionally, Hispanic students will be another group for focus as they are scoring +/- 13% from the all students group.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
NWEA Math MAP Growth Assessment	The Fall Benchmark NWEA Math MAP Growth results for Kindergarten averaged 48% proficient in mathematics for all students.	We will increase Kindergarten NWEA Math MAP Growth results for All Students to 51% on the Winter Benchmark Assessment of the 2024-2025 school year.
NWEA Math MAP Growth Assessment	2023-2024 Trimester 2 NWEA Math MAP Growth results for first through fifth grade averaged 34.88% proficient in mathematics for all students.	We will increase first through fifth grade NWEA Math MAP Growth results for all students to 37.88% on the Winter Benchmark Assessment of the 2024-2025 school year.
CAASPP Smarter Balanced Math Assessment	The preliminary Fall 2024 CAASPP results averaged 34% proficient in mathematics for All Students.	We will increase third through fifth grade math proficiency for All Students to 37% based on the Fall 2025 CAASPP results.
NWEA Math MAP Growth Assessment	2023-2024 Trimester 3 NWEA Math MAP Growth results for first through fifth grade averaged 23.95% proficient in mathematics for the Hispanic student group.	We will increase first through fifth grade NWEA Math MAP Growth results for Hispanic students to 26.95% on the Winter Benchmark Assessment of the 2024-2025 school year.
NWEA Math MAP Growth Assessment	2023-2024 Trimester 3 NWEA Math MAP Growth results for third through fifth grade averaged 29% proficient in	We will increase third through fifth grade math proficiency for Students with Disabilities to 32% based on the

	mathematics for Students with Disabilities.	Winter 2025 NWEA Math MAP Growth results.
CAASPP Smarter Balanced Math Assessment	The preliminary Fall 2024 CAASPP results for third through fifth grade averaged 14% proficient in mathematics for Students with Disabilities.	We will increase third through fifth grade math proficiency for Students with Disabilities to 17% based on the Fall 2025 CAASPP results.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
1.1	K-5 teachers and administrators will engage in professional development on Illustrative Mathematics curriculum and best pedagogical practices aligned with SSD's Vision for Math and best instructional practices to improve students' mathematical understanding and learning.	All students, with a lens on English Learners, Economically Disadvantaged Students, and Students with Disabilities	
1.2	TK teachers and administrators will implement the new TK program aligned with the California Department of Education's (CDE's) Universal Pre-K (UPK) model. Ongoing professional development will be provided, which will include coaching and planning time.	All students, with a lens on English Learners, Economically Disadvantaged Students, and Students with Disabilities	
1.3	All teachers will participate in one or more coaching cycles focusing on the implementation of our math curriculum (Illustrative Math) and instructional best practices for balanced math instruction. Coaching cycles will include planning instruction that provides opportunities for mathematical discourse and strategies to support English Learners, co-teaching, classroom observation and feedback, and guided observations in which teachers are released from the classroom to observe another teacher with the support of an instructional coach. Release time will be provided for teachers to observe colleagues during coaching cycles when appropriate. Additionally, grade level teams will collaboratively plan math units and monitor student progress with formative assessments and summative assessments to determine short term supports and work with school instructional coach to identify tier 1 to tier 2 interventions as needed.	All students, with a lens on English Learners, Economically Disadvantaged Students, and Students with Disabilities	4,500 LCAP Cost of substitutes to cover release time
1.4	Lakewood will plan and provide strategic math intervention. Data teams will review data in Data Team meetings, create student groups based on skills needed, and provide structure for intervention. Both teachers and para educators will provide intervention. Instructional coaches and administrators will support in identifying best practices for small group math intervention. As a site, we will focus on the IM Centers for intervention.	Students identified for math small group support	

1.5	Students will participate in learning excursions, enrichment opportunities, and/or assemblies that enrich the learning of math related content. (Ex: Field trips, assemblies and visiting educational partners, etc.)	All students, with a lens on English Learners, Economically Disadvantaged Students, and Students with Disabilities	
1.6	Materials for supporting students will be provided with training as part of a multi-tiered system of interventions including, push in or pull out support and specialized curriculum, and before/after school tutorials. Materials may include technology, technology applications, and Science, Technology, Engineering, Art, Mathematics (STEAM) activities.	All students, with a lens on English Learners, Economically Disadvantaged Students, and Students with Disabilities	4,000 LCAP
1.7	Lakewood will provide technology applications that support independent practice and opportunities for remediation. Applications can be but are not limited to Zearn.	All students, with a lens on English Learners, Economically Disadvantaged Students, and Students with Disabilities	3,600 LCAP Online Digital Resources will be provided for supplemental materials, media, and at home support for students and families.
1.8	To build the home to school connection, Lakewood will provide family engagement opportunities focused on math.	All students, with a lens on English Learners, Economically Disadvantaged Students, and Students with Disabilities	500 Title I
1.9	Administrators and Instructional Coaches will monitor implementation of culturally responsive teaching and learning in math via frequent classroom visits and teacher feedback using the Ready for Rigor observation tool from Culturally Responsive Teaching and the Brain by Zaretta Hammond and the SSD Vision for Math.	All students, with a lens on English Learners, Economically Disadvantaged Students, and Students with Disabilities	
1.10	Teachers will work collaboratively to achieve better results for the students they serve through recurring data inquiry cycles and action research. Teachers and administrators will analyze student data, develop specific learning goals for students, and collaboratively plan lessons and assessments to address the needs of students as they work toward their learning goals. Grade level PLC leads will plan and facilitate these data cycle meetings.	All students, with a lens on English Learners, Economically Disadvantaged Students, and Students with Disabilities	10,000 LCAP Adjunct duty stipends

Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

During the 2023-2024 school year, we introduced the new Illustrative Math Curriculum. To support teachers in their implementation, frequent professional development opportunities were provided to support the curriculum adoption and coaching was provided to each teacher to support implementation.

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

Teachers ability to engage in coaching cycles was limited in the 2023-2024 school year due to the site instructional coach vacating her position in December of 2023.

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.

During the 2024-2025 school year, focus for Data Team meetings has shifted to math from reading to align with the district's focus on IM Math implementation, data collection, and analysis.

The Kindergarten NWEA Math MAP Assessment is a new assessment for Kindergarten classrooms in Sunnyvale School District and at Lakewood Tech EQ for the 2024-2025 school year. We will be using this year's data collection to set a baseline and determine goals for future administrations.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

English Language Arts

Students will make at least one year growth if they are currently at or above grade level. Students who are not yet at grade-level will make more than one-year growth.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

- Goal 2: Students receive equitable opportunities for growth
- Goal 4: Students achieve mastery of core content areas.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

The percentage of grade 3–5 students scoring proficient on the CAASPP Reading Assessment is low across all grade levels with an average of 38% of students proficient or higher. In addition, our third through fifth grade Students with Disabilities had an average of 28% of students proficient or higher on the NWEA Reading Assessment. The percentage of grade 3–5 Hispanic students scoring proficient on the CAASPP Reading Assessment is had an average of 23.4% of students proficient or higher, nearly 14% lower than the all student group.

Looking at our NWEA and CAASPP ELA data, we recognize that we need to be strategic in our approach because a majority of students are below grade level. We will use the Sunnyvale School District's Vision for Literacy document to determine next steps with specific actions and strategies. We will continue to target students through our MTSS system, which will enable us to target the individual needs of students through our intervention services.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
NWEA MAP Reading Fluency	0% of all kindergarten students placed in the Oral Reading component during the Fall 2024 administration of the NWEA MAP Reading Fluency Assessment.	50% of all kindergarten students will place in the Oral Reading component during the Winter 2024 administration of NWEA MAP Reading Fluency Assessment.
NWEA MAP Reading Fluency	7% of all first grade students placed in the Oral Reading component during the Fall 2024 administration of the NWEA MAP Reading Fluency Assessment.	60% of all first grade students will place in the Oral Reading component during the Winter 2024 administration of NWEA MAP Reading Fluency Assessment.
NWEA MAP Reading Fluency	47% of all second grade students placed in the Oral Reading component during the Fall 2024 administration of the NWEA MAP Reading Fluency Assessment.	65% of all second grade students placed in the Oral Reading component during the Fall 2024 administration of the NWEA MAP Reading Fluency Assessment.

NWEA MAP Reading Growth	2023-2024 Trimester 3 NWEA Reading MAP Growth results for all third to fifth grade students averaged 27.03% proficient in reading for all students.	We will increase all third to fifth grade NWEA MAP Growth Reading results for all students to 30.03% proficient on the T2 Benchmark Assessment of the 2024-2025 school year.
CAASPP Smarter Balanced Reading Assessment	Preliminary Fall 2024 CAASPP Reading results for all third to fifth grade students averaged 38.17% proficient in reading for all students.	We will increase all third to fifth grade CAASPP Reading results for all students to 41.17% proficient on the Fall 2025 Assessment.
NWEA MAP Reading Growth	2023-2024 Trimester 2 NWEA Reading MAP Growth results for third to fifth grade socioeconomically disadvantaged students averaged 16.98% proficient in reading for all students.	We will increase third to fifth grade NWEA MAP Growth Reading results for socioeconomically disadvantaged students to 20% proficient on the T2 Benchmark Assessment of the 2024-2025 school year.
CAASPP Smarter Balanced Reading Assessment	Preliminary Fall 2024 CAASPP Reading results for all third to fifth grade for socioeconomically disadvantaged students averaged 28.04% proficient in reading.	We will increase third to fifth grade CAASPP Reading results for for socioeconomically disadvantaged students to 31% proficient on the Fall 2025 Assessment.
NWEA MAP Reading Growth	2023-2024 Trimester 2 NWEA Reading MAP Growth results for third to fifth grade students with disabilities averaged 27.03% proficient in reading for all students.	We will increase third to fifth grade NWEA MAP Growth Reading results for students with disabilities to 30.03% proficient on the T2 Benchmark Assessment of the 2024-2025 school year.
CAASPP Smarter Balanced Reading Assessment	Preliminary Fall 2024 CAASPP Reading results for all third to fifth grade for Students with Disabilities averaged 28.04% proficient in reading.	We will increase third to fifth grade CAASPP Reading results for for Students with Disabilities to 31% proficient on the Fall 2025 Assessment.
NWEA MAP Reading Growth	2023-2024 Trimester 2 NWEA Reading MAP Growth results for third to fifth grade Hispanic students averaged 27.03% proficient in reading for all students.	We will increase third to fifth grade NWEA MAP Growth Reading results for Hispanic students to 30.03% proficient on the T2 Benchmark Assessment of the 2024-2025 school year.
CAASPP Smarter Balanced Reading Assessment	Preliminary Fall 2024 CAASPP Reading results for all third to fifth grade Hispanic students averaged 23.4% proficient in reading.	We will increase third to fifth grade CAASPP Reading results for Hispanic students to 26.4% proficient on the Fall 2025 Assessment.
NWEA MAP Reading Growth	2023-2024 Trimester 3 NWEA Reading MAP Growth results for third to fifth grade white students averaged 58% proficient in reading.	We will increase third to fifth grade NWEA MAP Growth Reading results for white students to 61% proficient on the T2 Benchmark Assessment of the 2024-2025 school year.
CAASPP Smarter Balanced Reading Assessment	Preliminary Fall 2024 CAASPP Reading results for third to fifth grade white students averaged 52% proficient in reading.	We will increase third to fifth grade CAASPP Reading results for white students to 55% proficient on the Fall 2025 Assessment.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures

2.1	K-2 teachers and administrators will engage in professional development Staff PD, including coaching and planning time, on Really Great Reading, the use of the CORE Literacy Assessment, UFLI, and best pedagogical practices aligned with SSD's Vision for Literacy and best instructional practices to improve students' decoding and reading skills.	All students, with a lens on Socioeconomically Disadvantaged Students, Students with Disabilities, Hispanic Students, and White Students.	
2.2	TK teachers and administrators will implement the new TK program aligned with the California Department of Education's (CDE's) Universal Pre-K (UPK) model. Ongoing professional development will be provided, which will include coaching, planning, and conferencing time.	All students, with a lens on Socioeconomically Disadvantaged Students, Students with Disabilities, Hispanic Students, and White Students.	1,500 LCAP
2.3	Some coaching support will include planning instruction that provides opportunities for discourse and strategies to support co-teaching, classroom observation and feedback, and guided observations in which teachers are released from the classroom to observe another teacher with the support of an instructional coach. Release time will be provided for teachers to observe colleagues during coaching cycles when appropriate.	All students and those students identified for literacy small group support.	
2.4	Based on benchmark data, teachers and coaches will plan flexible Tier 1 and Tier 2 intervention groups for targeted support using intervention curricula and materials. Para educators will support small group differentiation for reading within classrooms. This is a part of Lakewood's strategic plan where we will develop and implement the plan that includes specific resources for diagnosing learning gaps and supporting students in need of English Language Arts intervention support as well as opportunities for student enrichment. This learning will be provided by teachers, coaches, and paraprofessionals throughout the instructional day.	All students, with a lens on Socioeconomically Disadvantaged Students, Students with Disabilities, Hispanic Students, and White Students.	
2.5	Students will participate in learning excursions, enrichment opportunities, and/or assemblies that enrich the learning of ELA related content. (Ex: Field Trips, in school learning activities, etc.)	All students, with a lens on Socioeconomically Disadvantaged Students, Students with Disabilities, Hispanic Students, and White Students.	
2.6	Tiered interventions: Tools and materials, including technology devices and applications, for supporting students with demonstrated needs will be provided with training as part of a Multi-Tiered System of Interventions, push in or pull out support and specialized curriculum, before/after school tutorials.	All students, with a lens on Socioeconomically Disadvantaged Students, Students with Disabilities, Hispanic Students, and White Students.	6,000 Title I
2.7	Lakewood will provide technology applications that could be but are not limited to NewsELA and RAZ Kids to support literacy learning.	All students, with a lens on Socioeconomically Disadvantaged Students, Students with Disabilities, Hispanic Students, and White Students.	3,600 Title I

2.8	To build the home to school connection, Lakewood will provide family engagement opportunities focused on literacy.	All students, with a lens on Socioeconomically Disadvantaged Students, Students with Disabilities, Hispanic Students, and White Students.	
2.9	Develop a library of culturally and neurodiverse literature to support students in seeing themselves represented in literature on campus.	All students, with a lens on Socioeconomically Disadvantaged Students, Students with Disabilities, Hispanic Students, and White Students.	5,000 LCAP
2.10	To cultivate a culture where students see themselves as readers, the school will host biannual book fairs, organize engaging reading challenges, and provide enriching after-school reading programs.	All students, with a lens on Socioeconomically Disadvantaged Students, Students with Disabilities, Hispanic Students, and White Students.	1,000 LCAP

Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Our K-2 teachers implemented Really Great Reading, tracking student progress with the CORE Phonics Survey and incorporating decodable texts. K-2 students benefited from two dedicated reading sessions each day. Grades 3-5 teachers had professional development on the UFLI curriculum. Across all grade levels, Fountas and Pinnell classroom resources were utilized to teach reading strategies and support students in engaging with leveled texts. Lakewood allocated significant funds to purchase decodable texts to support early literacy skills and provide multiple opportunities for students to practice targeted phonics skills. Our group of English Learner students in grades 3-5 showed an increase of 3.4% improvement from the previous year in ELA. Receiving targeted small group instruction with the UFLI curriculum provided them with foundational literacy skills they needed.

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

Teachers ability to engage in coaching cycles was limited in the 2023-2024 school year due to the site instructional coach vacating her position in December of 2023.

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 NWEA Map Fluency Assessment is a new assessment for K-2 classrooms in Sunnyside School District and at Lakewood for the 2024-2025 school year. We will be using this year's data collection to set a baseline and determine goals for future administrations.

Educators— both certificated teachers and para professionals— will receive targeted professional development on small group reading instruction.

Although teachers had professional development on Really Great Reading (RGR) and UFLI in the 2023-2024 school year, the site will prioritize coaching for the 2024-2025 on RGR and UFLI.

A site coach will provide targeted Tier 2 Reading Intervention to students in our KLAS program so there is less impact to the students missing instruction during the school day.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Social-Emotional Learning and Student Engagement

Every student will experience a sense of belonging, trusting relationships with teachers and staff, and access to timely supports. Every student will be an active partner in their learning process, share ownership for achieving their learning goals, and contribute meaningfully in their school and community.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

- Goal 1: Students Experience Inclusive and Nurturing Environments
- Goal 3: Students demonstrate responsibility for learning.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Many of our students have experienced trauma due to multiple factors and various other experiences outside of school. We have identified the need to support students' social emotional well-being and help them stay connected to school. We also want to continue building students cultural awareness.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California Dashboard Chronic Absenteeism Metric	Based on the 2023 California Dashboard, 17.7% were reported to have chronic absenteeism.	Based on the California Dashboard, we will reduce the rate of chronic absenteeism to 14.7% on the 2024 California Dashboard.
Panorama Survey	The percentage of students in grades 3–5 who responded favorably to the level of Sense of Belonging as measured by the Panorama Survey in Spring of 2024 is 58%.	Based on the Panorama Survey, we will increase the percentage of students in grades 3–5 who responded favorably to the level of Sense of Belonging as measured by the Panorama Survey in Spring of 2025 is 63%.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
3.1	Teachers will build a positive school climate with reusable name tags for all students, class meetings to build community, Smart Start activities for beginning of the year and end of the year, and	All students	500 Unrestricted

	threshold greetings with every individual child entering the classroom.		
3.2	Teachers will participate in ongoing training and coaching in teaching designated SEL lessons and integrating SEL and differentiated supports into subject lesson planning (Math, Literacy/ELA, Science, Social Studies) through professional development, feedback, and planning.	All students	
3.3	The School Attendance Team (assistant principal, attendance administrator, and MTSS members) will monitor student attendance and schedule family meetings to emphasize the importance of attendance. They will also educate and support staff in using School Attendance Review Team (SART) process to identify and support students exhibiting at-risk attendance patterns, support parents/families, and connect with district level MTSS/SARB supports as needed.	All students demonstrating at risk attendance patterns, especially those students with disabilities	200 Unrestricted Mailings
3.4	Continuing with the Tier model, Tier 1 MTSS team and Administrative Team will coordinate Academic, Behavioral, SEL, and Attendance Tier 1 in classroom supports. Tier 2 and Tier 3 Multi-Tiered Systems of Support Teams (MTSS) will continue to monitor student progress and coordinate interventions across the resources available at the site.	All students	
3.5	All teachers will implement SEL lessons, morning meetings, and/or closing circles, and calming corners to support the social emotional development and needs of students. The Positive Behavioral and Intervention Supports (PBIS) model will be used to reinforce expectations at school.	All students	
3.6	Lakewood will provide a variety of free or low cost after school enrichment opportunities through district sponsored programs such as KLAS and the District arts teachers as well as community partnerships such as City of Sunnyvale's Fun on the Run program and Euphrat Museum of Arts Class.	All students, with a lens on English Language Learners, Hispanic students, and students who are socioeconomically disadvantaged.	20,000 LCAP Extra Work Agreements
3.7	Redesign classroom and shared spaces to reflect and build in support of SEL needs. Spaces will also utilize flexible options (seating, work spaces, and tools, etc) to support all learners.	All students	
3.8	Students can utilize the Wellness Center (in coordination with Santa Clara County of Education– SCCOE) for social emotional support. Staff will receive training around trauma informed practices and supporting students in using the Wellness Center. Staff and materials are grant funded.	All students	
3.9	The Coordination, Access, Resource, and Equity Team (C.A.R.E.Team) at Lakewood will create a Community School Plan for all children and families who would benefit from access to resources, opportunities, and supports to advance learning and healthy development. Additionally, they will create a Community Schools Resource Room for families.	All students with a focus on students identified as Low SES	3,000 LCAP

3.10	Transitional Kindergarten (TK) and Kindergarten (K) will host a TK/K Meet and Greet before school begins. The goals behind the event are to welcome students and families and collect basic data to support class building.	TK and K Students	2,000 LCAP EWA
3.11	To support family engagement and education, Lakewood will seek input from educational partners and provide information at meetings such as Parent Teacher Conferences, Parent Teacher Association (PTA), English Learner Advisory Committee (ELAC), School Site Council (SSC), and Principal n' Popsicles. Lakewood will also, share survey results and LCAP implementation feedback. The school will also conduct a needs assessment for Community Schools and engage families in shared leadership.	All educational partners	
3.12	To build community connections, one teacher will serve as Parent Teacher Association Board Member, two teachers and one classified staff member will serve on School Site Council, and English Learner Advisory Committee leads.	All Students	
3.13	Collaborate with partners to prioritize and provide tailored supports for students. Partnerships may include: Big Smiles Mobile Dental Services, Santa Clara County Office of Education (SSCOE), Playworks, Project Cornerstone, Breath for Change Yoga, Acknowledge Alliance, Columbia Neighborhood Center (CNC), Sunnyvale Education Foundation (SEF), and Assistance League of Los Altos (ALLA) to develop site capacity to support and differentiate SEL needs.	All students, with lens on Socioeconomically Disadvantaged Students, Hispanic Students, and English Learners.	
3.14	Students will have opportunities to build their sense of belonging at Lakewood through a variety of opportunities, including, but not a comprehensive list: <ul style="list-style-type: none"> • Student Council • Playworks Junior Coaches • Lakewood Green Team • Talent Show • Disc Golf, Basketball, and Girls on the Run Team, Dance • Starting Arts Play 	All students	10,000 LCAP EWAs 6,800 Music and Arts Grant
3.15	The site will provide additional materials for collaborative and inclusive play in Transitional Kindergarten to support its full inclusion model.	All students, with a lens on students with disabilities.	400 LCAP
3.16	Materials for supporting students will be provided with training as part of a multi-tiered system of interventions including, push in or pull out support and specialized curriculum, and before/after school tutorials. Materials may include behavioral, social, or emotional management tools, such as classroom calming tools/fidgets, noise canceling headphones, token boards, and flexible furniture.	All students	2,000 Title I
3.17	Students will receive counseling services based on educational impact on student learning through district personnel. Our site social worker will	All students, with a lens on socioeconomically disadvantaged students	

	consult with and support families and students as needed.		
3.18	Build school identity and connection to the school community through a school yearbook, branding, and other identifiable identity pieces. This strategy will reinforce community ties, boosting student success and school pride.	All students.	2,000 LCAP
3.19	To foster a more inclusive environment for students developing communication skills, Lakewood will install communication boards throughout the campus.	All students, with a lens on students with disabilities.	1,000 LCAP

Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Based on data from Spring 2024, we were able to reduce chronic absenteeism by 4% through more consistent family outreach and attendance meetings. The Attendance Team provided positive reinforcement for regular school attendance. School activities such as team leadership, tutorials, and the Kids Learning After School (KLAS) program provided many opportunities for students to engage in their school. The MTSS and PBIS Team provided support for teachers in how to engage and connect with students.

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

While the site added a number of before and after school activities for students to be engaged, supporting students in Transitional Kindergarten through second grade is particularly challenging since most outside organizations focus on activities for third through fifth grade students.

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 Coordination, Access, Resource, and Equity Team (C.A.R.E.Team), will serve to build the community school model at Lakewood. They will work to capture the voice of families and community members. Additionally, the social worker will shift focus from offering primarily counseling supports to a more focused programmatic lens and offer more family/adult supports. Lakewood will strive to expand opportunities for student voice and engagement through school wide activities and after school opportunities.

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

English Learners

English Learners will receive personalized academic and non-academic assistance necessary to go at a pace that closes the opportunity, language, and achievement gaps.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

- Goal 2: Students receive equitable opportunities for growth
- Goal 4: Students achieve mastery of core content areas.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

English Learners are the most significant student group at Lakewood Tech EQ School that reflect the most disproportionate learning gains in comparison to the general population in both Language Arts and Math and across all grade levels.

While we have seen gains in the percentage of students that reclassified as fluent in English, we continue to have English Learners that are not progressing in proficiency levels from year to year. In analyzing the English Language Proficiency Assessment of California (ELPAC) scores, students in grades 3-5 that are not reclassifying have lower scores in the writing portion of the assessment. This impacts their progress towards scoring proficient overall.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
NWEA MAP Math Growth Assessment	A baseline for this area will be determined once English Learner status is finalized for Kindergarten students.	We will increase Kindergarten NWEA Math results for English Learners by at least 10% between the Fall and Winter Benchmark Assessments
NWEA MAP Math Growth Assessment	2023-2024 Trimester 3 NWEA Math MAP results for first through fifth Grade students averaged 9.71% proficient in mathematics for English Learners.	Students in third through fifth grade will increase math proficiency to 12.71% for English Learners student group by Trimester 2 of the 2024-2025 school year on NWEA Math MAP Growth Assessment.
CAASPP Smarter Balanced Math Assessment	The preliminary Fall 2024 CAASPP results average 13.33% proficient in mathematics for English Learner Students on CAASPP Smarter Balanced Math Assessment.	Students in third through fifth grade will increase math proficiency to 16.33% for English Learner Students on the 2024-2025 school year on CAASPP Smarter Balanced Math Assessment.
NWEA MAP Reading Growth Assessment	2023-2024 Trimester 3 NWEA Reading MAP results for third through fifth grade averaged 11.76% proficient	Students in third through fifth grade will increase reading proficiency to 14.76% for English Learner Students by

	in reading for English Learner Students.	Trimester 2 of the 2024-2025 school year on NWEA Reading MAP Growth Assessment.
NWEA MAP Reading Fluency	19% of English Learners students in Kindergarten through second grade placed in the Oral Reading Component during the Fall 2024 administration of the NWEA MAP Reading Fluency Assessment.	35% or more of English Learners students in Kindergarten through second grade will place in the Oral Reading component during the Spring 2025 administration of the NWEA MAP Reading Fluency Assessment.
CAASPP Smarter Balanced Reading Assessment	The preliminary Fall 2024 CAASPP results average 13.33% proficient in reading for English Learners on CAASPP Smarter Balanced Reading Assessment.	Students in third through fifth grade will increase reading proficiency to 16.33% for English Learners student group by the 2024-2025 school year on CAASPP Smarter Balanced Reading Assessment.
English Learner Progress Indicator (ELPI)	The preliminary Fall 2024 ELPI was 44.6% of students demonstrating at least one level of progress toward English proficiency.	We will increase the percent of students demonstrating at least one level of progress toward English Proficiency to 47.6% based on the Fall 2025 ELPI.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
4.1	Lakewood will administer English Learner Proficiency Assessment of California (ELPAC) and use results as one piece of data for placement in ELD instruction for English Learners in kindergarten through fifth grade. These data will also be used in conjunction with local assessment data to determine eligibility for reclassification.	English Learners	
4.2	School staff will participate in a variety of professional development, on-going coaching, and collaborative sessions. This may include release time to improve implementation of English Language Development standards and research-based instructional strategies as well as understanding students ELPAC assessment data. It may also include the purchase of additional materials to support English Language Learners (Ex: Designated ELD, Integrated ELD, Language and Learning Goals, etc.).	Students identified as English Learners	
4.3	Bilingual para will support newcomer students who have been in the United States for less than one year.	Students identified as English Learners	
4.4	Lakewood will provide additional support to students identified as English learners and those that are At-Risk of becoming Long Term English Learners (ARLTs), through English Learner Progress Monitoring (ELPM), Language Review Teams (LRTs), professional development, and additional family education to help families understand how they can support their child at home.	Students identified as English Learners	1,000 LCAP Cost of substitutes to cover teacher release time

4.5	Students will participate in Kids Learning After School (KLAS) program, learning excursions, enrichment opportunities, and/or assemblies that enrich English Language Development. (Ex: Field Trips, Assemblies).	All students, with a lens on English Learners	3,930 Title I
4.6	Students, with priority enrollment offered to English Learners, may attend summer school to continue to engage them in learning over the summer and minimize summer learning loss.	Students identified as English Learners and socioeconomically disadvantaged students	
4.7	Teachers and administrators will use Zaretta Hammond's Culturally Responsive Teaching and the Brain as the foundation for professional development and to improve instruction for all students. Ongoing professional development will be provided, which will include coaching and planning time. Site leadership teams, including principals and instructional coaches will partner with other school site's leadership teams to complete classroom walkthroughs focused on culturally responsive teaching practices in the classroom. The team will spend time calibrating, reflecting, and practicing coaching to support teachers and students growth and learning.	All students, with a lens on English Learners	
4.8	Monitor progress of students identified as English Language Learners by analyzing assessment data during Professional Learning Communities (PLCs) meetings and grade level Multi Tiered Systems of Support (MTSS) conversations.	English Learners	5,000 LCAP
4.9	In coordination with the site School Outreach Assistant and District School Outreach Coordinator, we will work to increase involvement among families who are underrepresented in school meetings, committees, parenting classes, and events.	All students with a lens on students from underrepresented families and families of English Learners	4,000 Title I 900 Title I Part A: Parent Involvement
4.10	Lakewood will participate in a district pilot of ELD curricula to provide input on the adoption of a new curriculum. Pilot teachers will share strategies and content with their peers to build knowledge and support English Language Development practices.	English Learners	

Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Teachers participate in English Learner Progress Monitoring meetings to discuss student progress and set goals. In the 2024-2025 school year, the site will provide more guidance to teachers for progress monitoring students so we can see

more gains in ELPI proficiency. Lakewood provided limited instructional coaching to teachers to support designated and integrated English Language Development instruction due to other site priorities and the site coach vacating her position.

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

Teachers ability to engage in coaching cycles around integrated and designated English Language Development was limited in the 2023-2024 school year due to the site instructional coach vacating her position in December of 2023.

Our English Learners scores declined 11.7% from the 2022-2023 to the 2023-2024 school year. To address this decline, Lakewood will move from leveled groupings in some grade levels to self-contained Designated ELD class in all classrooms.

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.

Lakewood will conduct a needs assessment to determine how to support families and their students language development. Based on the results, the site will plan accordingly to meet the needs of families and students. Additionally, the newcomer curriculum and ELD curriculum pilots will be new English Learner supports for this school year.

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$73,041.81
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$102,430.00
Total Federal Funds Provided to the School from the LEA for CSI	\$

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: 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	\$20,030.00
Title I Part A: Parent Involvement	\$900.00

Subtotal of additional federal funds included for this school: **\$20,930.00**

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 (\$)
LCAP	\$74,000.00
Music and Arts Grant	\$6,800.00
Unrestricted	\$700.00

Subtotal of state or local funds included for this school: **\$81,500.00**

Total of federal, state, and/or local funds for this school: **\$102,430.00**

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
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Expenditures by Funding Source

Funding Source	Amount
LCAP	74,000.00
Music and Arts Grant	6,800.00
Title I	20,030.00
Title I Part A: Parent Involvement	900.00
Unrestricted	700.00

Expenditures by Budget Reference

Budget Reference	Amount
	56,900.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	LCAP	74,000.00
	Music and Arts Grant	6,800.00
	Title I	20,030.00
	Title I Part A: Parent Involvement	900.00
	Unrestricted	700.00

Expenditures by Goal

Goal Number	Total Expenditures
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Goal 1	22,600.00
Goal 2	17,100.00
Goal 3	47,900.00
Goal 4	14,830.00

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
- 2 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members

Name of Members	Role
Carly Sturm	Principal
Leti Alvarez	Classroom Teacher
Nancy Tran	Classroom Teacher
Patty Martinez	Other School Staff
Dawn Haddaway	Parent or Community Member
Errol Spangler	Parent or Community Member
Amy Sun	Parent or Community Member
Terrell Jones	Parent or Community Member
Rubi Galvan	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

Karina Aguilo

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 17, 2024.

Attested:

Carly Sturm

Principal, Carly Sturm on September 17, 2024

Errol Spangler

SSC Chairperson, Errol Spangler on September 17, 2024

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp) pursuant to California *Education Code (EC)* Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with *EC* 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below.

Instructions: Table of Contents

- Plan Description
- Educational Partner Involvement
- Comprehensive Needs Assessment
- Goals, Strategies/Activities, and Expenditures
- Annual Review
- Budget Summary
- Appendix A: Plan Requirements for Title I Schoolwide Programs
- Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

Additional CSI Planning Requirements:

Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

Additional ATSI Planning Requirements:

Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Within California, these stakeholders are referred to as educational partners. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Educational Partner Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

Additional CSI Planning Requirements:

When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

This section is required for all schools eligible for ATSI and CSI.

Additional CSI Planning Requirements:

- Schools eligible for CSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the CSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Additional ATSI Planning Requirements:

- Schools eligible for ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the ATSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Comprehensive Needs Assessment

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

SWP Planning Requirements:

When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

CSI Planning Requirements:

When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

ATSI Planning Requirements:

Completing this section fully addresses all relevant federal planning requirements for ATSI.

Goals, Strategies/Activities, and Expenditures

In this section, a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Additional CSI Planning Requirements:

When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA’s LCAP.

Additional ATSI Planning Requirements:

When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Goal

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach.

A S.M.A.R.T. goal is:

- **Specific,**
- **Measurable,**
- **Achievable,**
- **Realistic, and**
- **Time-bound.**

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the Dashboard and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the

baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

Additional CSI Planning Requirements:

When completing this section for CSI, the school must include school-level metrics related to the metrics that led to the school's eligibility for CSI.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.

Complete the table as follows:

- Strategy/Activity #: Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- Description: Describe the strategy/activity.
- Students to be Served: Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- Proposed Expenditures: List the amount(s) for the proposed expenditures. Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to EC Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.
- Funding Sources: List the 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.

Planned strategies/activities address the findings of the comprehensive needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

Additional CSI Planning Requirements:

- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

Note: Federal school improvement funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

- When completing this section for ATSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
- When completing this section for ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the ATSI designation.

Note: Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

Annual Review

In the following Goal Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Goal Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal.

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

Note: *If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.*

Additional CSI Planning Requirements:

- When completing this section for CSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal CSI planning requirements.
- CSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI planning requirements.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal ATSI planning requirements.
- ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for ATSI planning requirements.

Budget Summary

In this section, a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp.

Note: *If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.*

Additional CSI Planning Requirements:

- From its total allocation for CSI, the LEA may distribute funds across its schools that are eligible for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Note: *CSI funds may not be expended at or on behalf of schools not eligible for CSI.*

Additional ATSI Planning Requirements:

Note: *Federal funds for CSI shall not be used in schools eligible for ATSI.*

Budget Summary Table

A school receiving funds allocated through the ConApp should complete the Budget Summary Table as follows:

- **Total Funds Provided to the School Through the ConApp:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving funds from its LEA for CSI should complete the Budget Summary Table as follows:

- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

Authority Cited: Title 34 of the *Code of Federal Regulations (34 CFR)*, sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. *EC* sections 64001 et. seq.

Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements

For questions or technical assistance related to meeting federal school improvement planning requirements, please contact the CDE’s School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with educational partners (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);
2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education’s “Using Evidence to Strengthen Education Investments” at <https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf>);

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC Section 64001[a]* as amended by Assembly Bill 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the LCAP and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC Section 52062[a]* as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/csi.asp>
- **CSI Webinars:** <https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp>
- **CSI Planning Summary for Charters and Single-school Districts:**
<https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp>

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC Section 64001[a]* as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC Section 52062[a]* as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/tsi.asp>
- ATSI Planning and Support Webinar:
<https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf>
- ATSI Planning Summary for Charters and Single-school Districts:
<https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp>

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

- Programs included on the ConApp: <https://www.cde.ca.gov/fg/aa/co/>
- ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>
- Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

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