Modesto City Schools

SCHOOL PLAN FOR STUDENT ACHIEVEMENT

AT Lakewood Elementary School

50711676097752
CDS Code

TITLE 1 Schoolwide

Schoolsite Council (SSC) Approval Date	Local Board Approval Date
May 8, 2023 by Site Leadership	June 20, 2023

This is a plan of actions to be taken to raise the academic performance of students and improve the school's educational program. For additional information on school programs and how you may become involved, please contact the following person:

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Section 1 School Mission Statement and Description

School Mission Statement:

It is the vision of Lakewood School to assist all students, regardless of barriers, to achieve basic and advanced skills to function in daily life and pursue educational interests as productive and worthy citizens. Our students will acquire skills and attitudes to deal effectively with other students in academic and social experiences. They will develop talents to increase recreational interests and raise self-esteem. Lakewood students will envision education as a life-long pursuit which brings intellectual fulfillment.

School Description:

Lakewood Elementary is a TK-6 site. It has a student population of 371 students. Lakewood houses one of three GATE learning centers within Modesto City Schools. The school is located in one of the more established areas on the East side of Modesto. Lakewood is known for high achievement, and a high level of community involvement.

Lakewood's school community is very engaged. It provides expertise in academic areas as well as enhancing extra-curricular activities such as recreational sports and fine arts. Through this extensive interaction, the community takes a lot of ownership and pride in the excellence of Lakewood.

The staff and community constantly search for ways to improve and increase high academic and social expectations. The parents, staff, and students make a successful team. Parents are very generous with their time and money. They are an important partner in their child's success and achievement.

Modesto City Elementary: TK-8

Migrant Education /Title 1 Part C supplemental instructional and support services are provided to the Modesto City Schools migrant students through a Memorandum of Understanding with the Merced County Office of Education/Migrant Education Region 3. These services are directly provided by Migrant Education Region 3 staff to preschool and elementary students. Migrant Education supplemental instructional services are provided through a combination of site and home base models. Migrant students are identified and recruited by two Support Services Liaisons. The current migrant student eligibility list is maintained on a monthly basis and is cross referenced with the district student data base to keep student lists current. The Supportive Services Liaisons additionally provide referrals for supplemental health and social services to migrant families identified in the Modesto City Schools attendance area. The migrant parents assist the district and region in evaluating migrant educational services through their participation in the Migrant Parent Advisory Committee that meets six times per year. Migrant Education services are determined each year in collaboration with the Modesto City Schools District to maintain or modify them based on a review of prior year services and funding allocations.

Section 2 CSI & ATSI: Purpose and Description

Purpose and Description

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

> X   Additional Targeted Support and Improvement
>
> in the subgroups of Students with Disabilities and Two or More Races

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

> The SPSA goals are aligned with the MCS LCAP. The SPSA meets ESSA requirements, has metrics set to the CA Dashboard, and is written and evaluated by stakeholder groups
>
> Since Lakewood is not a Title I school, an inclusion committee has been established that will create goals to meet the needs of our students with disabilities, two or more races, and our English language learners. The focus will be on the core subjects of math and ELA. Better communication between special education teachers and general education teachers during PLC meetings will be established to make sure grade level expectations, academic standards, and pacing guide are aligned. There will be opportunities for professional growth in these areas through district coaches and CIPD trainings. Students in special day classes and students in resource will be provided opportunities to mainstream/inclusion into the general education classrooms for the "I do, We do" portion of the lesson and then pulled into a smaller group for individualized support. The Special Education and General Education teacher will teach the lesson together during the first portion of instruction. Regular progress monitoring, classroom observations, and data conferences will be held.

Resource Inequities

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

> Students with disabilities were found to need increased opportunities to access grade level standards with higher level of rigor and expectations. Professional development and increased communication appear to be areas of need for our special education and general education staff. Students of two or more races have not been a regularly identified group. There will be focused progress monitoring to support students in these two student groups.

Section 3 Educational Partners Involvement

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

Involvement Process for the 2022-23 SPSA Annual Review and Update

The site goals for 2022-2023 are aligned with the MCS district goals. Lakewood Leadership team and staff meetings are held monthly to discuss data, progress on goals and next steps. These discussions are carried into the PLC grade level meetings. Using input from all educational partners: Parent Engagement Committee, ELAC, School Leadership, and site teachers the 2022-2023 SPSA was evaluated and then based on the needs assessment it was discussed how to move forward for the 2023-2024 SPSA. This process included providing all educational partners with the prior SPSA and analysis of data (ELA, Math, Attendance, and PBIS). This process occurred during Parent Engagement Committee, ELAC, Site Leadership, and staff meetings in April and May 2022.

Involvement Process for the 2023-24 SPSA and Update

For 2023-2024 Lakewood Elementary School's PTA Board, ELAC, Site Leadership, and teachers participated in the evaluation process of Lakewood Elementary' s 2023-2024 SPSA which includes the analysis of data (ELA, Math, Attendance, and PBIS) to determine student engagement and achievement effectiveness, activities to continue, discontinue, and to revise and parent involvement. This occurred during our April and May 2023 PTA, ELAC, Site Leadership, and PLC meetings.

Section 4 ELA Goal

Goals, Strategies, Expenditures, & Annual Review

Goal 1

Subject: English Language Arts

SPSA Annual Review
SPSA Year Reviewed: 2022-23

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

<u>ANALYSIS</u>
Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

The school implemented a school wide multi-tiered system of supports that increased the time, intensity, and duration with needed concepts and skills. Teachers used timely and relevant formative data to determine where in the hierarchy of reading skills the deficit begins for each student. Consistent and frequent progress monitoring for targeted students groups were used to help determine additional activities that will support student learning and improvement. The school used district adopted curriculum and instructional materials that are comprehensive, aligned to grade level standards, and appropriately challenging for students' grade level needs. Staff continued to collaboratively focus on cycles of inquiry using data to help provide informed decisions that are systematic with tiered systems of support. Students that were well below grade level standard based on common formative and summative assessments received twice as much time in the MTSS program so that student would have continued improvement on obtaining grade level proficiency. Student feedback about the processes used and corrective feedback helped students set individualized goals and understanding of next steps. Supplemental learning opportunities were provided through after school RISE, Spring Intersession, and Expanded Learning Opportunities. The goal was to have at least 10% of the students well below proficiency move out of that category and at least 10% of the students move into proficient/above proficiency. The goal was met with kindergarten and second grade. Overall student comprehension scores for 3-6 grade ranged from 68%-95%. Students with disabilities and English Language Learners continue to fall below the desired proficiency levels with overall scores ranging from 29%-33%.

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

There are no major differences between planned and implemented strategies.

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.

Staff will continue to provide school wide multi-tiered system of supports and collaboratively focus on cycles of inquiry using data to help provide informed decisions that are systematic with tiered system of supports. Consistent and frequent progress monitoring for targeted student groups help determine additional activities that will support student learning and improvement. Additional instructional time will be provided through supplemental learning opportunities, before/during/after the school day. Reflective learning walks will be implemented for teachers to provide on-going professional development opportunities. Staff will be able to reflect on their teaching and improve instruction as they observe their colleagues in action. A focus will be on ensuring that teachers deliver strong instruction that holds high expectations and rigorous materials for all students while balancing grade-level instruction with meeting students' needs. An Inclusion Committee has been created to look at increasing opportunities to access grade level standards. Each trimester data

conferences will be held to review/modify classroom and school interventions. These changes can be found in the specific actions and strategies to improve student participation.

IDENTIFIED NEED (Data Analysis)

ELA

Based on DIBELS we identified that 0-49% of All students are in need of support / intervention in the area of: Phonics

To address this the school can:
Maintaining a systematic, multi-tiered system of supports that increases time, intensity, and duration with needed concepts and skills will provide students with the needed extra exposure. Frequent DIBELS progress monitoring of students who are below and far below benchmark can provide information on what areas of phonics to target for each student. Clearly defined learning targets can be broken into meaningful parts. Amplify also provides DIBELS activities that can be utilized by staff or parents. At the beginning of the school year, Lakewood will hold a Parent Informational Meeting to demonstrate how parents can support learning by using these DIBELS activities. Student feedback about the processes used and corrective feedback will help students analyze and reflect on the strategies they chose and provides direction for future lessons.

ELA PD

Based on Analysis of Assessment Data we identified the following area of need in professional development
Access to specific ELA PD

To address this the school can:
Provide professional development during staff meetings, PLC meetings, utilization of ELA coaches, voluntary training opportunities, and reflective learning walks to build capacity in designing intention, well planned tier 1 (GIFT) with scaffolds. Then use assessment data to determine tier 2 needs. Teachers provide students with frequent, relevant, and timely feedback so students can articulate their strengths and areas for growth.

Additionally we analyzed specific data to indicate the following need(s):

Students in Grades K-3 DIBELS overall scored 69% proficient. However, students with disabilities and English Learners scored an average of 29% and 33%.

Discuss the areas of strength and need based on data analysis:

Lakewood implemented MTSS (Multi-Tiered System of Supports) to ensure all students in Grades TK-6 received additional support in the area of reading. The formative assessments were utilized to determine specific student learning needs and provide remediation and extension opportunities. DIBELS data confirmed that students grew from BOY data to EOY data. Students in K and 2 had an average growth between 9% to 20%. It was determined that students who scored well below needed more instruction on letter sounds, names, and two sound words. Students in Grades 1 and 3 did not show as much growth although students composite score increased. Second and third grade students who scored well below need more instruction on decoding and word reading. These skills are being developed during tier 1 and tier 2 (MTSS) time using research based instructional materials. All students are progressing with many students becoming proficient at grade level standards. Some students are receiving two opportunities a day to receive remediation support. Classroom observations determined that the challenge of balancing grade level instruction with meeting students' individual needs can result in teachers using lower-level reading passages, skipping challenging portions of lessons, and providing more easy/moderate difficulty comprehension questions. Teachers and staff need to ensure that all students are provided rigorous and grade level appropriate work that is scaffolded to support all learners.

Subject: English Language Arts

LEA/LCAP: LCAP Goal 1

Goal #1 Improve Distance from Standard by +15 points or maintain green/blue status Fall CA Dashboard

	2021-22 Final Data / District Preliminary Data	**2023-24 Data Goal Increase**
Schoolwide (SW)	Actual +27	Goal Maintain Status
English Learners (EL)	Actual Not reported	Goal Not reported
Students with Disabilities (SWD)	Actual -128	Goal -113
Other Student Groups Two or More Races	Actual Not reported	Goal Not reported

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
Identify strategies utilized to ensure students master grade level foundational skills. **Identify strategies utilized to ensure students meet or exceed grade level reading & writing standards.**					
Schoolwide (SW)	1. Provide MTSS TK-6	1. Data, schedule, groups, and collection of student work			
	2. Daily Tandem/Phonics instruction K-2/Blending Lines	2. Schedule, observations, DIBELS, collection of student work			
	3. Use of models or exemplars	3. Examples found in the classroom			
	4. Vertical articulation meetings with a focus on writing	4. Lesson plans, observations, writing rubric scores			
	5. Progress Monitoring of DIBELS	5. Data analysis and next steps			
	6. Student Collaborative Learning Time	6. Observations/Plans			
	7. Student Feedback	7. Student notes/observations			

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	8. Peer observations-Reflective Walks	8. Observation summaries			
	9. Inclusion Committee	9. Agenda/Minutes			
	10. Data Conferences X3	10. Conference Notes			
English Learners (EL)	1. Designated ELD	1. Schedule, lesson plans, collection of student work			
	2, Pre-teach and expand vocabulary using academic language	2. Utilize ELD Strategy Flipchart, lesson plans, observations			
	3. Extra exposure to reading strategies such as summarizing, key details, sequencing, transition words to develop language and literacy	3. Lesson plans, observations			
	4. Create/utilize sentence frames	4. Sentence frames visible, observations			
	5. Training for Parents so that they can help support learning at home	5. Parent Night Flyers			
	6. Focused Progress Monitoring	6. PM Data, Graphing, establish PM dates spotlighting six students			

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	7. Strategic Lesson Planning 8. Backwards Planning 9. Parent communication 10. Technology Training 11. ELPAC Student Workshop	7. Graphic organizers, collaborative conversations, sentence frames 8. Diagnostic tests 9. Communication with procedures, ELD status, and progress. 10. Parent Square and Power School training 11. Flyer			
Students with Disabilities (SWD)	1. Multiple opportunities with essential standards	1. Schedule/lesson plan/progress monitoring, collection of student work.			
	2. Clearly defined learning targets broken down into meaningful parts	2. Learning target analysis			
	3. Demonstrations/modeling/think aloud	3. Lesson plan, observations			
	4. Inclusion in the G.E. environment as deemed appropriate through the IEP process				

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	5. Supplemental Learning Opportunities	5. RISE, MTSS, Double Exposure MTSS, Small Group			
	6. Increased access to grade-appropriate content	6. Classroom observations, lesson design			
	7. Focused progress monitoring	7. Establish progress monitoring dates			
	8. Ensure access to MTSS double blocking	8. Exposure to intervention blocks, scheduled			
	9. Strategic lesson planning with visual supports	9. Graphic organizers, collaborative conversations, sentence frames			
	10. Backwards Planning	10. Diagnostic tests			
	11. Access to Low Incidence Materials	11. Fairview, Lesson Planning, Reading Milestones, weekly assessments			
	12. Grade appropriate vocabulary	12. Curriculum			
Other Student Groups Two or More Races	1. Focused Progress Monitoring	1. Establish progress monitoring dates			
	2. Ensure access to MTSS double blocking	2. MTSS schedule			
	3. Supplemental Learning Opportunities	3. RISE, MTSS, Double Exposure to MTSS			

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost

Section 4 Math Goal

Goals, Strategies, Expenditures, & Annual Review

Goal 2

Subject: Math

SPSA Annual Review
SPSA Year Reviewed: 2022-23

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

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

Data was used to determine systematic and tiered levels of supports through daily problem of the day, calendar, beyond the basic facts fluency practice, and consensus building using mathematical practices. Focused grade level and vertical grade level PLC collaboration on cycles of inquiry using data occurred throughout the school year. Spiral review through the use of the daily problem of the day, beyond the basic facts fluency practice, and conceptual and procedural strategies increased student understanding and application across settings. Sentence frames and stems were created to provide basic/mid-level/higher level probing questions. SWUN Math Coach was utilized to provide professional development, modeling, and feedback. Co-teaching of lessons was utilized during the monthly SWUN coaching release days. The focus was on student engagement, language supports, and consensus building.

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

There are no major differences between planned and implemented strategies.

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.

Data will continue to be used to determine systematic and tiered level of supports through daily problem of the day, calendar, beyond the basic facts fluency practice, and consensus building using mathematical practices. There will be a focus of student collaborative learning time (discourse) that focuses on a balance of teacher/student talk so that students are move actively engaged in their learning. Reflective learning walks will be implemented for teachers to provide on-going professional development. An Inclusion Committee has been created to look for increased opportunities to access grade level standards. Each trimester data conferences will be held to review/modify classroom and school interventions. These changes can be found in the specific actions and strategies to improve student achievement.

IDENTIFIED NEED (Data Analysis)

MATH

Based on Benchmark we identified that 0-49% of All students are in need of support / intervention in the area of: Concepts and procedures

To address this the school can:
Using timely and relevant formative data, staff will determine which math targets and claims have the largest deficit. Teacher clarity of the purpose and needs of the students will guide their decision-making of lesson

design and implementation. Staff will create a systematic, multi-tiered system of supports that increases time, intensity, and duration with needed concepts and skills. Provide on-going professional development on Gradual Release of Responsibility lesson design, active student engagement, and student feedback as well as utilization of application resources found in SWUN and mathematical practices to increase student articulation. The re-engage materials provides materials related to the daily lesson that provides scaffolding and problem solving. The additional problems target essential standards and support mastery. Math instructional minutes will more closely tie to recommended minutes of TK-1 (75 minutes) and 2-6 (90 minutes).

MATH PD

Based on Assessment Data we identified the following area of need in professional development Access to specific math PD

To address this the school can:
Provide professional development during monthly coaching meetings, staff meetings, and PLC meetings to build capacity and knowledge regarding application resources and math practices to increase student articulation and achievement. Application resources include re-engagement (related to daily lesson that provides scaffolding and problem solving) extra practice (additional problems that target essential standards to support mastery), and advanced (apply learning to contexts beyond the rigor of the standard).

Additionally we analyzed specific data to indicate the following need(s):

Analyzing benchmark data it was determined that extending the learning of essential standards through continued practice with mathematical practices can improve the academic achievement of all students. There will be a focus on application with math tasks, constructive response, performance task, and math journaling. Students who are above grade level are invited to apply learning of contexts beyond the rigor of the standard by using the application resource called "Advanced" in SWUN.

Discuss the areas of strength and need based on data analysis:

Lakewood provides rigorous academic instruction through a gradual release of responsibility model. Formative assessments are utilized to determine specific student learning needs and provide remediation and extension opportunities. Key performance indicators (Benchmark tests) demonstrated strength in school wide mathematical concepts and procedures. All grades need opportunities for additional support through scaffolding, problem solving, and BTBF.

Subject: Math

LEA/LCAP: LCAP Goal 1

Goal #2 Improve Distance from Standard by +17 points or maintain green/blue status Fall 2021 CA Dashboard

	2021-22 Final Data / District Preliminary Data	**2023-24 Data Goal Increase**
Schoolwide (SW)	Actual -5	Goal Maintain Status
English Learners (EL)	Actual not reported	Goal not reported
Students with Disabilities (SWD)	Actual -157	Goal -140
Other Student Groups Two or more races	Actual not reported	Goal not reported

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
Increase the percent of students meeting or exceeding grade level Math Standards.					
Schoolwide (SW)	1. BTBF Practice 3 to 5 days a week	1. Lesson plans, progress monitoring			
	2. Student Collaborative Learning Time (Discourse)	2. Examples found in the classroom, observations			
	3. Mathematical Practices implemented throughout the lessons	3. Lesson plans, observations			
	4. Prioritize math standards/lessons/pacing guide	4. Lesson plans/review of pacing guides			
	5. Meeting Instructional Minutes 6. Focus on application	5. Daily schedule to include: TK-1 75 minutes 2-6 90 minutes 6 Math tasks, constructive response, performance task, math journaling			
English Learners (EL)		1. Lesson design			

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	1. Scaffold instruction that provides language opportunities				
	2. Send Parent Math Unit letters (SWUN) at the start of a new unit -student and parent can use in the classroom and at home.	2. Strategy Flipchart created and distributed			
	3. Pre-teach academic language	3. Lesson design, observation, sentence frames, stems, vocabulary wall or notes.			
	4. Utilize Problem of the Day to provide additional exposure to essential math standards based on student data	4. POD lesson design			
	5. Provide multiple modalities	5. Observation and lesson design			
	6. Self-Assessment/Feedback	6. Data Binder			
Students with Disabilities (SWD)	1. Multiple opportunities with critical standards	1. Schedule/lesson plan/progress monitoring, collection of student work.			

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	2. Scaffold instruction to break down lessons into smaller chunks	2. Lesson design, observations, collection of student work.			
	3. Inclusion with grade level peers as deemed appropriate through IEP process.				
	4. On-going PD on lesson design and active engagement strategies	4. Agendas, Presentation Slides			
	5. Utilization of Spec Ed. Coach 6. Self assessment/feedback 7. Small group re-teach/intervention 8. Language acquisition 9. Strategic lesson planning with visual supports	5. Sign-in sheets, reflections 6. Data binder 7. Schedule, observations, lesson planning, data analysis 8. Sentence frames/stems 9. Pictures, sentence frames/stems, collaborative conversations.			
Other Student Groups Two or more races	1. Self assessment/feedback 2. Language acquisition	1. Data binder 2. Sentence frames/stems			

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	_____	_____	_____		
	_____	_____	_____		
	_____	_____	_____		
	_____	_____	_____		

Section 4 Attendance Goal

Goals, Strategies, Expenditures, & Annual Review

Goal 3

Subject: Attendance

SPSA Annual Review
SPSA Year Reviewed: 2022-23

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

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

Attendance was reviewed on a bi-monthly basis. Parent contact, IEP and SART meetings were utilized to encourage shared accountability for all community partners. The Student Assistance Specialist met with students to support their social/emotional health. The PBIS Committee, ELAC, and Parent Engagement Committees also looked at attendance data and discussed additional ways to support student participation and engagement. There was monthly recognition for perfect attendance. Teachers celebrated with class when they had perfect attendance and a poster was displayed for others to see and help join in on the celebration. Each trimester the grade level with the highest attendance rate received recognition and a trophy.

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

There were no major differences between planned and implemented strategies to meet attendance goal.

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

Shared accountability for all community partners regarding attendance will be re-established. There will be weekly review of attendance data, use of Attendance Liaison for home visits, SART, and SARB referrals. There will also be monthly recognition for perfect attendance. Teachers will celebrate with class when they have perfect attendance and signs posted on their doors so others can join in on the celebration. The various committees (PBIS, ELAC, and Parent Involvement Committee) will continue to look for additional ways to support student participation and engagement. Parent trainings regarding Short Term Independent Study and the affects of absenteeism will be established. These changes can be found under specific actions and strategies to improve student participation.

IDENTIFIED NEED (Data Analysis)

ATTENDANCE

Based on Dashboard Attendance we identified that 0-49% of All students are in need of support / intervention in the area of: Attendance

To address this the school can:
Review attendance data weekly to determine if student(s) are at-risk of being chronically absent. Strategies can be implemented quickly so students can improve their attendance to avoid absences that may begin affecting their academic success.

ATTENDANCE PD

Based on Analysis of attendance data we identified the following area of need in professional development
Access to specific attendance PD

To address this the school can:
Find additional ways that staff can support student participation and engagement.

Additionally we analyzed specific data to indicate the following need(s):

Staff will continue to build teacher-student relationships (2X10 method, postcards home, frequent check-ins) as not only does it have a large effect size on student achievement it also has a significant effect on attendance and engagement.

Discuss the areas of strength and need based on data analysis:

Overall maintained an attendance rate of 94%. Shared understanding of the importance of daily attendance to the greatest extent possible and joint accountability supported high rate of attendance. Absenteeism slightly higher for for EL and SWD at a rate of 91%.

Subject: Attendance

LEA/LCAP: LCAP Goal 1

Goal #3 Increase student attendance by 0.5% or to 98% or greater; Decrease chronic absenteeism by 1%

	Increase student attendance rate by 0.5% or to 98%.		Decrease chronic absenteeism rate by 1%	
	2022-23 Final Data	**2023-24 Data Goal Increase**	**2022-23 Final Data / District Preliminary Data**	**2023-24 Data Goal Increase**
Schoolwide (SW)	Actual 94%	Goal 97%	Actual 13%	Goal 8%
English Learners (EL)	Actual 91%	Goal 97%	Actual 25%	Goal 10%
Students with Disabilities (SWD)	Actual 91%	Goal 97%	Actual 23%	Goal 10%
Other Student Groups Two or More Races	Actual 95%	Goal 97%	Actual 8%	Goal 5%

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
Identify strategies utilized to decrease the percent of students with absenteeism and promote attendance.					
Schoolwide (SW)	1. Attendance expectations	1. Group and individual meetings and presentations			
	2. Continue to build teacher/student relationships	2. Relationship building strategies utilized			
	3. Early identification	3. Review attendance data weekly			
		4. Schedule/Notes			
	5. Individual incentives/celebrations	5. Announcements/EOY Awards			
English Learners (EL)	1. Student Check In Meetings	1. Student communication log			
	2.Bilingual staff member support	2. Utilization of TCII			
	3.Personal connection with families	3. Personal phone calls home			

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	4.Monthly Newsletter reminder of the importance of attendance	4. Monthly Newsletter			
	5.Raffles for Engagement and Attendance 6. Parent Trainings	5. Announcements in ELAC Meetings 6. Short Term Independent Study Information			
Students with Disabilities (SWD)	1. Student Check In Meetings	1. Student communication log			
	2. Review attendance at IEP and progress report periods	2. IEP Notes			
	3. Administration will collaborate with the Special Education staff and District Special Ed. staff to assist students with attendance concerns	3. Collaboration Notes			
	4. Personal connection with families	4. Personal phone calls home			
	5. Raffles for engagement and attendance	5. Parent Engagement Meetings			

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
Other Student Groups Two or More Races	1. Student Check In Meetings 2. Parent Trainings	1. Student Communication Log 2. Short Term Independent Study			

Section 4 PBIS Goal

Goals, Strategies, Expenditures, & Annual Review

Goal 4

Subject: PBIS

SPSA Annual Review
SPSA Year Reviewed: 2022-23

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

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

Lakewood has a school-wide multi-tiered Positive Behavior Interventions and Supports (PBIS) and Restorative Practices (RP) plan to provide supports needed to improve social, emotional, behavioral, and academic outcomes for all students. Implementation of five positively stated school-wide expectations (THINK: Truthful, Helpful, Inspiring, Noble, and Kind) are taught by staff so students understand expectations and procedures. The concepts are introduced during the beginning of year assemblies and teachers continue to teach these standards in the classroom as students build communication and collaborative skills. It is also taught through Recess Rodeos at various times during the year based on data and observations of behavioral supports. Yard duty continues to foster these skills on the playground and unstructured settings. These expectations are posted in eight locations throughout the school. This is done to prevent initial occurrences from happening. There are additional supports offered through the use of the Student Assistant Specialist and Behavior Plans. Staff build connections/relationships with students to support their social/emotional development. The utilization of Big Buddy and Junior Staff also support implementation of THINK strategies through a peer support model. Students receive awards other than verbal praise on a regular basis. Students are recognized for positive behavior through Lion Loot, Praise Notes, and Friday Announcements. TK-6 classrooms utilize the Second Step program to continue to develop social/emotional learning. This helps them navigate emotions and social situations that they might experience in the classroom or during non-structured times such as recess.

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

There are no major differences between planned and implemented strategies.

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 staff understand that when students feel like they belong and supported with fair and consistent rules, positive relationships with staff, and family engagement they are more likely to perform better academically. Therefore, Lakewood will continue to focus on PBIS and RT strategies to support social, emotional, behavioral, and academic needs. PBIS committee meetings with representation from all community partners have been scheduled to continue to look for additional strategies and methods to support students. Monthly character traits assemblies will be implemented and parents will be invited to attend. TK-6 classrooms will continue to utilize the Second Step program to develop social/emotional learning.

IDENTIFIED NEED (Data Analysis)

PBIS

Based on Suspension we identified that 0-49% of Two + Races students are in need of support / intervention in the area of: Behavior

To address this the school can:
Provide student check in meetings with support staff (SAS, Admin, BCBA, BCM) to make sure student has skills and strategies needed to support the student's social/emotional growth and achievement.

PBIS PD

Based on Referrals we identified the following area of need in professional development PD from SAS / Mental Hlth Spcst

To address this the school can:
Have SAS provide strategies to support student social/emotional needs in and outside of the classroom setting.

Additionally we analyzed specific data to indicate the following need(s):

None

Discuss the areas of strength and need based on data analysis:

Lakewood has an effective and well communicated school-wide multi-tiered Positive Behavior Interventions and Supports (PBIS) and Restorative Practices (RP) plan that provides supports needed to improve social, emotional, behavioral, and academic outcomes. PBIS committee with community partners from all groups continue to review and refine strategies to support student growth. Through the analysis of data (MOSIS, DIBELS, Data Dashboards, and Benchmarks) there are additional supports offered through the use of the Student Assistance Specialist, Behavior Plans, and RISE. Staff build connections/relationships with students to support implementation of THINK strategies through a peer support model. Students receive awards other than verbal praise on a regular basis. Students are recognized for positive behavior through Lion Loot, Praise Notes, and Friday announcements and Character Trait assemblies.

Subject: PBIS

LEA/LCAP: LCAP Goal 1

Goal #4 Implement Positive Behavior Intervention and Support (PBIS) to decrease suspension rate by 0.3% or maintain green/blue status Fall 2021 CA Dashboard.

	Implement Positive Behavior Intervention and Support (PBIS) to decrease suspension rate by 0.3%	
	2022-23 Final Data / District Preliminary Data	**2023-24 Data Goal Increase**
Schoolwide (SW)	Actual 3.35%	Goal 2%
English Learners (EL)	Actual 0%	Goal 0%
Students with Disabilities (SWD)	Actual 2.41%	Goal 2%
Other Student Groups Two or More Races	Actual 8.11%	Goal 2%

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
Identify strategies to reduce the number of discipline incidents and promote PBIS.					
Schoolwide (SW)	1. Student Recognition Assemblies (Character Traits)	1. Assembly announcements, Presentations			
	2. Recess Rodeos- Following expectations and procedures	2. Meeting Notes, Feedback			
	3. Weekly recognition	3. Friday announcements, Lion Loot, Peace Builders			
	4. Restorative Circles				
	5. Junior Staff	5. Sign Up			
		6. Utilization of BCBA services and supports			
		7. Utilization of SAS services and supports			
English Learners (EL)	1. Student Check In Meetings	1. Student Communication Log			
	2. Communicate the importance of being a person of good character	2. Agenda/Meeting Notes			

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	3. Bilingual staff member to support	3. Utilization of TCII			
		4. Referral log			
	5. Personal connections with families	5. Outreach opportunities			
Students with Disabilities (SWD)		1. Services rendered through IEP			
	2. Admin will collaborate with Spec Ed staff and District Spec Ed staff to assist students with behavioral concerns	2. MOSIS referrals			
	3. Student Check In Meetings	3. Student Communication Log			
	4. Social Stories	4. Observations/lessons			
	5. Personal connections with families	5. Outreach opportunities			

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
Other Student Groups Two or More Races	1. Student Check In Meetings	1. Student Communication Log			
	2. BCBA/BCM	2. Utilization of BCBA/BCM services and supports			

Section 4 Academic Equity, Opportunity, and Awareness

Goals, Strategies, Expenditures, & Annual Review

Goal 5

Subject: Academic Equity, Opportunity, and Awareness

SPSA Annual Review
SPSA Year Reviewed: 2022-23

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

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

Professional development was provided to staff through staff meetings, PLC meetings, coach, and 1:1 feedback to build capacity and make an impact on academic and social/emotional progress through MTSS. All students grades TK-6 were provided placement tests to determine student strengths and areas of needed growth. Groups were created using the data. Students received 30-45 minutes of intervention. Students were regularly progress monitored. Students who did not make adequate progress received additional double support of intervention time. Students who needed social/emotional support were referred for Student Assistance Specialist or to a Behavioral Consultant as well as classroom character lessons.

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

There are no major differences between planned and implemented strategies.

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.

These programs are offered to supplement the academic and social/emotional development of students. Continued need to concentrate on student achievement in English Language Arts and mathematics across all grades and subgroups. Professional development will be provided to staff through staff meetings, PLC meetings, coach, during data conferences and 1:1 feedback. Second Step curriculum will be implemented to provide social/emotional growth of all students. Character Traits assemblies will be held monthly to celebrate growth and achievement.

IDENTIFIED NEED (Data Analysis)

ACADEMIC EQUITY, OPPORTUNITY, AND AWARENESS

Based on Engagement Data we identified that 0-49% of English Learners students are in need of support / intervention in the area of: Increase access / participation

To address this the school can:
create ELAC newsletters to increase knowledge and participation in remediation and enrichment activities. The Parent Ambassador and TCII translator will also make personalized phone calls to parents to be able to inform and answer any questions families might have.

ACADEMIC EQUITY, OPPORTUNITY, AND AWARENESS PD

Based on Observations we identified the following area of need in professional development PLC release time

To address this the school can:
during PLC meetings review data to ensure academic equity and success for students in various subgroups (ELL, Two or More, Students with Disabilities) and create lesson plans that support their academic success.

Additionally we analyzed specific data to indicate the following need(s):

None

Discuss the areas of strength and need based on data analysis:

Lakewood provides rigorous curriculum and extra curricular activities to build critical thinking skills, appreciation and learning of visual and fine arts, and science, mathematical, and technology enrichment opportunities to prepare students for college and career readiness. Students in grades 2-6 are able to participate in Legos/Robotics to develop their technology skills through an after school enrichment program. Drama productions and Chorus are provided as an after school enrichment opportunity in Visual Fine Arts. RISE provides reading and math intervention support in a small group setting after school. Continued need to concentrate on student achievement in English Language Arts and mathematics across all grades and all subgroups moving them forward with good instruction the first time (GIFT) and multi-tiered system of supports.

Subject: Academic equity, Opportunity, and awareness

LEA/LCAP: LCAP Goal 1

Goal #5   Increase academic achievement in core subjects for all subgroups (ELL, Two or More, and Students with Disabilities) and participation in remediation and enrichment opportunities.

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
Schoolwide (SW)	1. Gradual release of responsibility model	1. Lesson plan design			
	2 Legos/Robotics	2. Participation Log			
	3. Cooking Class	3. Participation Log			
	4. Chorus	4. Participation Log			
	5. RISE Intervention	5. Attendance/Progress Monitoring			
English Learners (EL)	1. ELAC Newsletter	1. Newsletter			
	2. Parent Ambassador	2. Outreach			
	3. Home Visits				

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	4. Teacher Notes/Examples	4. Examples			
	5. Student Check In Meetings	5. Student communication log			
Students with Disabilities (SWD)	1. IEP Meetings	1. IEP Notes			
	2.. Student check in meetings	2. Student communication log			
Other Student Groups Two or More Races	1. Student check in meetings	1. Student communication log			

Section 4 Parent Involvement

Goals, Strategies, Expenditures, & Annual Review

Goal 7

Subject: Parent Involvement

SPSA Annual Review
SPSA Year Reviewed: 2022-23

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

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

Parent participation is an essential component in facilitating meaningful and productive classroom and on-site enrichment activities. Lakewood Elementary work with parents to coordinate events and activities within the classroom and school day, as well as activities outside the school day. The PTA fully funds an art teacher who provides art lessons to students in all grade levels throughout the school year. There are also opportunities for parents to share at Lakewood College and Career Awareness functions and Family Science Nights.

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

There are no major differences between planned and implemented strategies.

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 Elementary school community is very engaged. Through this extensive interaction, the community takes a lot of ownership and pride in the excellence of the school. The staff and community constantly search for ways to improve and increase high academic and social expectations. Lakewood will continue to encourage parents to attend District professional development opportunities, participate in site based committees, and attend parent presentation events.

IDENTIFIED NEED (Data Analysis)

PARENT INVOLVEMENT

Based on Parent participation, parents' needs include: supporting student literacy

To address this the school can:
Offer parent trainings and materials on reading strategies and resources that can help their child develop mastery in reading.

STAFF PD TO SUPPORT PARENT INVOLVEMENT

Based on Input from parents we identified the following area of need in professional development Access to specific parent involvement PD

To address this the school can:
encouraging parents to participate in site based committees, parent presentation events, and district
professional development opportunities.

Additionally we analyzed specific data to indicate the following need(s):

None

Discuss the areas of strength and need based on data analysis:

Lakewood engages parents in meaningful interactions with the school. It supports a partnership among staff, parents, and the community to improve student academic achievement. Lakewood believes that parent participation is an essential component in facilitating meaningful and productive classroom and on-site enrichment activities. Lakewood has a long history of strong and active parental support through the PTA and classroom volunteers. Teachers work with parents to coordinate events and activities within the classroom and school day, as well as activities outside the school day. These events include drama, art, field trips, and fun family activities after the school day ends. There are also many committees that parents can participate in which includes PTA, PBIS, Parent Involvement, Safety, PTA, and ELAC. While most committees are well attended, the ELAC committee has limited participation. Lakewood is offering fun projects and awards for participation. Continued outreach and meaningful presentations, might increase participation in a growing subgroup.

Subject: Parent Engagement

LEA/LCAP: LCAP Goal 3

Goal #7 Increase parent community partnership with the school

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
Schoolwide (SW)		1. Agenda/Meeting Notes			
		2. Agenda/Meeting Notes			
	3. Parent Involvement	3. Agenda/Meeting Notes			
	4. Fall Carnival	4. Feedback			
	5. Parent Nights	5. Feedback			
English Learners (EL)	1. ELAC Meetings	1. Agendas/Meeting Notes			
	2. DELAC Meetings	2. DELAC Meeting Notes			
	3. Newsletters and Raffles	3. Notification of Winners			

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
Students with Disabilities (SWD)	1. IEP Meetings	1. IEP notes			
	2. CAC Meetings	2. Agendas/Meeting Notes			
Other Student Groups Two or More Races	1. Parent Outreach	1. Parent Ambassador/commu nication log			

Section 9 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 the following:

The SSC is correctly constituted and was formed in accordance with the governing board policy 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 before adopting this plan.

Name	Advisory Group
Ana Garibay 5/09/2023	English Language Advisory Council (ELAC)
Otilia Anderson 5/8/2023	Site Leadership Team (SLT)

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 the 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 academic performance.

This SPSA was adopted by the SSC at a public meeting on:

Attested:

	SSC Chairperson
	SSC Vice Chairperson
	SSC Secretary