School Year: **2020-21**

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Lemonwood K-8 School	56725386100333	October 12, 2020	November 13, 2018

Purpose and Description

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

Schoolwide Program

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

The Lemonwood School staff believes the total school community must work together to support our students in achieving academic success. Our focus is to facilitate opportunities and experiences for our students to be inspired and empowered to be decision makers and ultimately be productive citizens in a diverse culture. Together we promote that our students are well rounded children prepared for the 21st Century. We have a Student Study Team, School Instructional Leadership Team, School PBIS Team, AVID Leadership Team, School Site Council, English Language Advisory Committee, Parent Teacher Association (PTA) and a Student Leadership Group engaged in the cultivation of a positive school culture. Our teachers, staff and parents are dedicated to supporting a school-wide program for social development through clubs and sports, as well as academic development through an emphasis on first instruction, intervention and enrichment in order to target the needs of all students.

At Lemonwood, we are constantly striving to improve our instructional program and our service and support to children and families. We currently implement the Common Core State Standards (CCSS) and Next Generation Science Standards (NGSS) , preparing our students for the California Assessment of Student Performance and Progress (CAASPP). We integrate technology into instruction, strive to meet the needs of all students, provide students with social-emotional support and develop our Academic Strand Focus in order to prepare students to be college or career ready.

The staff at Lemonwood is constantly at work ensuring that our instructional program benefits the students and meets their needs. Low test scores have been a focus for our teaching staff to re-evaluate how we have been teaching and have forced a closer look at instructional practices.

Teachers meet in grade level teams in order to analyze data to drive instruction, use adopted materials and supplemental materials and plan rigorous lessons which address the Common Core and Next Generation Science standards, the requirements of state assessments and the necessary skills needed in order for students to move forward with their learning. We have a year long focus on standards, a focus on rigorous first instruction, and a commitment to writing across the subject areas. The staff participates in professional development at least monthly in order to improve instructional practice. This professional development is provided by administration, teacher leaders, and visitors to campus. Particularly this year, we will embark on a professional development series that will aim increase the capacity of teachers to deliver effective, data driven instruction in writing, to gain familiarity and comfort with
the structures, materials and technology of balanced literacy, and to build collaborative relationships within and beyond grade levels.

We have instituted an Academic Strand Focus of Communication, Art and Technology (CAT). We have lessons and units based on these themes in order to expand opportunities for student learning and engagement. Through the Strand Focus Units, students are engaged in creative and innovative activities that allow them to feel successful. This focus also allows students to feel success in a variety of ways. We have an art teacher who works with our middle school students through an elective course, but also who teaches all of our elementary students through lessons every other week.

Lemonwood has a strong AVID program in grades 6-8. Elective and core subject middle school teachers have been trained through the summer institute in order to provide support to our students as we work towards a school wide model. Teachers work collaboratively to utilize AVID strategies in all trained classrooms, especially organization, Cornell note-taking and critical reading. AVID strategies are also shared with the full K-8 staff. Field trips and enrichment activities are provided throughout the year to promote college and career readiness.

Lemonwood offers a Dual Language Program in Grades K-5 in order to promote multiculturalism, bilingualism and biliteracy. We follow a 50:50 model (Spanish/English) in all grades. Students in Kindergarten, 1st, and 2nd grade Dual Language classrooms are using designed, content-based units. Focus areas for Lemonwood with the program are consistent with the district focus of oracy and connection between the languages. With the our new schedules, there is additional teacher collaboration time. ELD instruction is integrated into all subjects and taught during designated ELD instructional time. These students are closely monitored during grade level meetings, student monitoring conferences and through the MTSS process. Teachers have received specific professional development in strategies which are designed to assist students in their acquisition of English.

Additional programs and tools are used in order to provide our students with various learning opportunities. Accelerated Reader helps students to hone their comprehension skills and encourage a love of reading. All students are using Core 5 to support their own individual needs for language arts from Kindergarten to 5th grade and Power UP to support middle school students. Teachers continue to receive training on the use of iPads and share ideas with each other. They also teach digital citizenship to students throughout the year.

We have instituted an instructional and intervention program, using the Multi-Tiered System of Supports (MTSS) model, which is focused on addressing the our students' learning loss as a result of COVID-19. Students with the highest learning loss will work with Intervention Support Providers. Additionally, paraprofessionals have been hired to support in our K-2 classes with small group instruction. The student groups are small and the instruction is targeted to specific reading needs

using our STAR 360 assessment results, which identify strengths and weaknesses in all Reading and Math standards. Our Special Education teachers are involved and support our general education population through this model. Intervention materials are used, as well as supplemental materials for students who need to be more academically challenged. In our middle school, students needing additional resources are supported through our MTSS model with smaller class sizes and both pull out and co-teaching models for students with an IEP.   We have also added in remedial electives for Math for our middle school students.

Our MTSS model includes processes to identify and assist students who are not making necessary academic gains and/or are having social-emotional issues. We have biweekly MTSS meetings in which admin, support staff, Special Education staff review grade level student data and discuss possible action items to address student need. We have SST (Student Success Team) meetings which include the principal, assistant principal, the school psychologist, special education staff, counselor, classroom teachers, the Outreach Consultant and parents, when necessary. In order to provide students with a safe learning environment and to instill necessary life skills so they can continue to be productive citizens beyond their attendance at Lemonwood, our positive behavior program is based on the Safe and Civil Teams approach. All staff has been trained in and implements this program which focuses on teaching students specific expectations based on our guidelines for success (Respect, Outstanding Citizenship, Always Safe, and Responsibility). A full time counselor plays an integral role on our staff. The counselor does classroom lessons and works with individual students and small groups in order to provide any additional social-emotional support students may need in order to be successful.

We have regularly scheduled drills for fire, earthquake and lockdowns in order for students and staff to be adequately prepared in case of emergency situations. At Lemonwood, we provide a safe and nurturing learning environment where each child and adult is valued and respected in an atmosphere that promotes the attainment of one's academic, social, and emotional potential. It is a place where we work together to develop exemplary character traits and scholarly attributes that all students will need for success in life. We strive for excellence, which is recognized and celebrated on a continual basis.

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Comprehensive Needs Assessment Components

Data Analysis
Please refer to the School and Student Performance Data section where an analysis is provided.

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

Classroom observations are conducted regularly throughout the year. Teachers are provided feedback from administration in a manner that initiates individual collaboration between teachers and instructional leaders. Teachers on a formal evaluation rotation are observed and evaluated every two years, and probationary teachers are observed for the first two years. During the past year, observations occurred with multiple administrators in order to monitor the academic program and provide feedback to the teachers.

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

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

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

Standards, Assessment, and Accountability

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

Lemonwood students did not make growth in the 18/19 school year. Due to COVID-19, we do not have any recent CAASPP or ELPAC data. Therefore, we will use STAR 360 assessments (Universal Screener), Writing Assessment, and Interim Assessment Benchmark data (3rd-8th grade) to guide our instruction in Reading, Math, Content Areas, and integrated and designated ELD.

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

Lemonwood teachers will be using data from STAR (Early Literacy, Reading, and Mathematics) throughout the year, along with curricular data including writing across the subject areas. Teachers in the Dual Language program will reflect on reading and writing in both English and Spanish.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

The district ensures that that all site staff meets requirements to be considered "highly qualified." This is monitored by the district's Human Resources Department.

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

Incoming teachers are appropriately credentialed and provided with various forms of support. New Teacher Orientation is offered which includes District expectations and procedures, training on current curricular materials and programs and tips on classroom management. The district works with the Ventura County Office of Education to provide Induction for new teachers. Professional development is always offered when new materials are adopted. Follow up training is available to continue to support the use of the materials.

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

Professional development is provided at the site and district level to ensure that instruction is aligned to current Common Core State Standards. There is a district assessment calendar to ensure that student progress is sufficiently monitored throughout the year. Professional development and support is provided on the assessment system and the specific types of assessments. Structures are in place at school sites to allow teachers to analyze data in collaborative groups in order to identify student needs and adjust instruction accordingly.

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

The Educational Services Department includes Directors who provide support for Curriculum, Instruction, Biliteracy Programs, English Learner Services, Special Education and Pupil Services. Instructional Specialists work directly with teachers to support instruction in Science and Math. Site Principals function as instructional leaders.

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

Lemonwood teachers will collaborate at weekly, with a focus on increased student achievement. Discussion topics will be based on data and on the focus areas of rigorous standards based instruction. Additionally, teachers will be given time to plan and analyze student writing across the subject areas.

Teaching and Learning

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

Collaboration work, using the PLC (Professional Learning Communities) model, supports use of instructional strategies aligned to current CA Common Core State Standards. State adopted and approved curricular materials support instruction.

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

Instructional minutes are monitored by the Business Services office. All school schedules adhere to the guidelines governing recommended instructional minutes.

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

The district assessment calendar and adopted curricula provide guidance on lesson pacing. Student needs are determined by data analysis. Courses are scheduled based on these student needs.

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

Instructional materials provided for all students are managed by our district Textbook Coordinator. Participation in Williams Inspections confirms that all students have access to required materials.

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

Adopted and standards-aligned materials are provided for use in all classrooms. Intervention materials must be research-based. Funds are allocated to sites to purchase any additional materials they determine are necessary to meet student needs.

Opportunity and Equal Educational Access

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

Services that are provided include Tier I and Tier II intervention, provided by the classroom teacher. In addition, students in grades K-2 may receive assistance from the Reading Specialist and students in grades 3-5 may receive assistance from the ISP. Students in grade 6-8 may receive support through elective class options of ELD, Applied Skills, Remedial Reading, or Remedial Math courses.

Evidence-based educational practices to raise student achievement

Teachers will focus on rigorous first instruction that connects to the Common Core State Standards and Next Generation Science Standards. In addition, ELD standards will be imbedded into the core curriculum to support English Learners. Students in the Dual Language program will have standards delivered in both English and Spanish.

Parental Engagement

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

1. School Site Council
2. ELAC
3. Title I Meetings
4. Parent Compact
5. Parent Involvement Policy
6. Parent Education
7. Parent Conferences
8. Meetings with Administration
9. SST/IEPs
10. PTA Activities

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

Administration holds quarterly Title I meetings in which the programs are discussed. Parents and teachers serve on School Site Council, which discusses and determines the activities of each goal, as well as determines the funding provided for those activities. Our ELAC provides input to our School Site Council in order to make suggestions for our English Learner population. Throughout the year, parent and teacher groups are updated on the status of the goals and activities, and the plan is evaluated at the end of the year.

Funding

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

Services that are provided include support staff to assist with instruction. At Lemonwood, these consist of our paraprofessionals that support K-2 students in the classroom and AVID Tutors to assist with tutorials. Teacher collaboration hours and professional development is also covered by categorical funds so that they can analyze student assessments in order to guide instruction. *

Fiscal support (EPC)

The district receives Title I funding as we are considered a Title I district. All of our sites are considered "schoolwide." Title I funds are allocated to each school based on the number of qualifying students. Sites then determine how to use the funds based on specific student needs. The district also distributes Title III funding to sites in order for them to provide any necessary additional services or resources to support English Learners. The district receives Supplemental and Concentration LCFF funding. Sites are allocated a portion of these funds in order to provide additional resources toward student achievement.

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Lemonwood involved multiple stakeholder groups for the SPSA review and update. Our site Instructional Leadership Team, made up of teachers and administrators, spent time reviewing data and revising our goals starting with end of year data in June, 2020. In August-October, 2020 we continued our analysis as we looked over CAASPP scores. The group was actively involved in fine-tuning the metrics of goal 1, and with determining the activities that supported the goal. Our PBIS team reviewed the data from the California Healthy Kids Survey in August, and in August-October, 2019, helped to create the metrics and activities to support Goals 2 and 3. All staff members were given the goals, metrics and activities and encouraged to provide input in October, 2020. Our School Site Council, with the input of our ELAC, reviewed end of year data in June, 2020 and had input on the new goals, metrics and activities, with a focus on English Learners and Parent Engagement.

Resource Inequities

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

Due to funding cuts for 2020-2021, positions have had to be eliminated. The site techs were eliminated, however a district team of techs was composed. Our site is provided with 3 days of support for students, parents, and staff.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	%	%	0%			0
African American	0.12%	%	0.46%	1		4
Asian	%	%	0%			0
Filipino	1.64%	%	2.3%	14		20
Hispanic/Latino	95.77%	%	94.72%	816		825
Pacific Islander	%	%	0.11%			1
White	2.23%	%	2.07%	19		18
Multiple/No Response	%	%	0.34%			0
			Total Enrollment	852		871

Student Enrollment by Subgroup

Student Enrollment
Enrollment By Grade Level

Grade	Number of Students		
	17-18	18-19	19-20
Kindergarten	96		92
Grade 1	91		81
Grade 2	102		97
Grade3	86		93
Grade 4	104		92
Grade 5	103		93
Grade 6	101		102
Grade 7	87		107
Grade 8	82		114
Total Enrollment	852		871

Student Enrollment by Grade Level

Conclusions based on this data:

The majority of our students are Hispanic/Latino. In addition, the number of students at our school continues to rise. We dropped in enrollment at the start of construction (for the 16/17 school year), and it has been on the rise as we regain our students. The majority of our students continue at Lemonwood from the elementary grades into the middle school grades.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	17-18	**18-19**	**19-20**	**17-18**	**18-19**	**19-20**
English Learners			506			58.1%
Fluent English Proficient (FEP)			253			29.0%
Reclassified Fluent English Proficient (RFEP)			80			15.5%

Conclusions based on this data:

In order to increase our the number of RFEP students, we much target instruction during integrated and designated English Language Development. With the COVID-19 school closures, it is increasing important for our students to receive focus skills intervention to mitigate the learning loss the school closure created. Our staff will consistently review instructional data for our English Learners and provide interventions to our students so that they are can attain the proficiency levels necessary to be reclassified. We believe that as our instruction becomes more targeted on focus skills, our English Learners will mitigate the learning loss from COVID-19 as well as be reclassified with English proficiency.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Grade Level	Overall Participation for All Students											
	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	108	89	92	108	89	91	108	89	91	100	100	98.9
Grade 4	105	105	91	105	104	91	105	104	91	100	99	100
Grade 5	104	105	98	104	105	96	104	105	96	100	100	98
Grade 6	87	105	103	87	104	103	87	104	103	100	99	100
Grade 7	88	91	114	88	89	114	88	89	114	100	97.8	100
Grade 8	69	81	89	69	81	89	69	81	89	100	100	100
All Grades	561	576	587	561	572	584	561	572	584	100	99.3	99.5

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

Grade Level	Overall Achievement for All Students																	
	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2356.	2400.	2370.	5.56	12.36	10.99	11.11	22.47	12.09	28.70	28.09	26.37	54.63	37.08	50.55
Grade 4	2399.	2392.	2425.	5.71	4.81	14.29	19.05	13.46	17.58	14.29	20.19	15.38	60.95	61.54	52.75
Grade 5	2438.	2451.	2442.	0.96	4.76	6.25	22.12	24.76	13.54	25.96	22.86	33.33	50.96	47.62	46.88
Grade 6	2456.	2462.	2475.	1.15	0.96	2.91	16.09	17.31	20.39	31.03	33.65	36.89	51.72	48.08	39.81
Grade 7	2491.	2467.	2463.	4.55	0.00	0.00	20.45	17.98	15.79	32.95	28.09	28.95	42.05	53.93	55.26
Grade 8	2483.	2533.	2495.	1.45	4.94	4.49	11.59	28.40	15.73	34.78	40.74	31.46	52.17	25.93	48.31
All Grades	N/A	N/A	N/A	3.39	4.55	6.16	16.93	20.45	15.92	27.27	28.50	28.94	52.41	46.50	48.97

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	6.48	15.73	13.19	31.48	52.81	36.26	62.04	31.46	50.55
Grade 4	7.62	10.58	19.78	40.95	37.50	37.36	51.43	51.92	42.86
Grade 5	3.85	6.67	6.25	47.12	52.38	44.79	49.04	40.95	48.96
Grade 6	2.30	4.81	4.85	43.68	47.12	42.72	54.02	48.08	52.43
Grade 7	13.64	5.62	1.75	34.09	39.33	35.96	52.27	55.06	62.28
Grade 8	4.35	14.81	6.74	31.88	51.85	42.70	63.77	33.33	50.56
All Grades	6.42	9.44	8.39	38.50	46.68	39.90	55.08	43.88	51.71

Writing Producing clear and purposeful writing								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	16-17	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**
Grade 3	1.85	12.36	4.40	43.52	43.82	40.66	54.63	43.82	54.95
Grade 4	0.95	4.81	8.79	45.71	35.58	47.25	53.33	59.62	43.96
Grade 5	7.69	11.43	5.21	40.38	46.67	43.75	51.92	41.90	51.04
Grade 6	3.45	1.92	3.88	36.78	43.27	49.51	59.77	54.81	46.60
Grade 7	4.55	4.49	6.14	59.09	42.70	47.37	36.36	52.81	46.49
Grade 8	1.45	8.64	8.99	42.03	56.79	44.94	56.52	34.57	46.07
All Grades	3.39	7.17	6.16	44.56	44.41	45.72	52.05	48.43	48.12

Listening Demonstrating effective communication skills								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	16-17	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**
Grade 3	3.70	11.24	10.99	58.33	74.16	54.95	37.96	14.61	34.07
Grade 4	6.67	3.85	12.09	43.81	64.42	59.34	49.52	31.73	28.57
Grade 5	2.88	8.57	8.33	65.38	55.24	55.21	31.73	36.19	36.46
Grade 6	5.75	4.81	7.77	64.37	52.88	66.02	29.89	42.31	26.21
Grade 7	4.55	1.12	2.63	57.95	56.18	55.26	37.50	42.70	42.11
Grade 8	2.90	7.41	3.37	65.22	69.14	61.80	31.88	23.46	34.83
All Grades	4.46	6.12	7.36	58.65	61.54	58.73	36.90	32.34	33.90

Research/Inquiry Investigating, analyzing, and presenting information								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	16-17	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**
Grade 3	7.41	13.48	8.79	48.15	61.80	48.35	44.44	24.72	42.86
Grade 4	9.52	5.77	14.29	47.62	42.31	40.66	42.86	51.92	45.05
Grade 5	6.73	13.33	12.50	46.15	44.76	38.54	47.12	41.90	48.96
Grade 6	3.45	9.62	11.65	51.72	62.50	54.37	44.83	27.88	33.98
Grade 7	7.95	10.11	2.63	54.55	46.07	42.98	37.50	43.82	54.39
Grade 8	2.90	18.52	10.23	53.62	55.56	47.73	43.48	25.93	42.05
All Grades	6.60	11.54	9.78	49.91	51.92	45.45	43.49	36.54	44.77

Conclusions based on this data:

Due to COVOD-19 School Closures, conclusions remain the same. However, action plan has shifted to support our current learning environment.

At Lemonwood, the number of students performing at the standards met/exceeded (combined) decreased from 17/18 to 18/19. It is noted that students increased in the exceeded category. Our claim data also shows drops in the percent above standard, but is higher than two years ago in this category.

As a result of this, our instructional staff has targeted focus areas to support language arts skills. Our Site Instructional Leadership Team will read and focus on the Pathways to the Common Core book as a guiding text.

Additionally, we will start a 3-year professional development series that will focus on Writing across content areas. We will also be reflecting on data at least monthly to guide instruction, intervention, and enrichment.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Overall Participation for All Students												
Grade 3	108	89	92	108	89	90	108	89	90	100	100	97.8
Grade 4	105	105	91	105	104	91	105	104	91	100	99	100
Grade 5	104	105	98	104	105	96	104	105	96	100	100	98
Grade 6	87	105	103	87	105	103	87	105	103	100	100	100
Grade 7	88	92	114	88	89	114	88	89	114	100	96.7	100
Grade 8	69	81	89	69	81	89	69	81	89	100	100	100
All Grades	561	577	587	561	573	583	561	573	583	100	99.3	99.3

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

Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Overall Achievement for All Students															
Grade 3	2379.	2400.	2373.	1.85	3.37	4.44	17.59	31.46	17.78	29.63	28.09	24.44	50.93	37.08	53.33
Grade 4	2415.	2409.	2431.	1.90	0.96	4.40	18.10	11.54	19.78	30.48	37.50	37.36	49.52	50.00	38.46
Grade 5	2427.	2436.	2422.	1.92	4.76	2.08	6.73	12.38	3.13	26.92	20.95	26.04	64.42	61.90	68.75
Grade 6	2401.	2424.	2455.	0.00	0.00	4.85	3.45	0.95	10.68	12.64	27.62	30.10	83.91	71.43	54.37
Grade 7	2462.	2430.	2428.	1.14	0.00	0.00	9.09	5.62	2.63	35.23	20.22	20.18	54.55	74.16	77.19
Grade 8	2459.	2479.	2444.	2.90	1.23	0.00	7.25	9.88	6.74	17.39	27.16	16.85	72.46	61.73	76.40
All Grades	N/A	N/A	N/A	1.60	1.75	2.57	10.87	11.69	9.78	26.02	27.05	25.73	61.50	59.51	61.92

Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Concepts & Procedures — Applying mathematical concepts and procedures									
Grade 3	9.26	15.73	11.11	34.26	43.82	30.00	56.48	40.45	58.89
Grade 4	10.48	4.81	7.69	29.52	27.88	35.16	60.00	67.31	57.14
Grade 5	5.77	10.48	3.13	22.12	19.05	15.63	72.12	70.48	81.25
Grade 6	1.15	0.95	4.85	9.20	17.14	28.16	89.66	81.90	66.99
Grade 7	2.27	3.37	0.00	25.00	14.61	14.04	72.73	82.02	85.96
Grade 8	2.90	2.47	2.25	27.54	30.86	22.47	69.57	66.67	75.28
All Grades	5.70	6.28	4.63	24.96	25.13	23.84	69.34	68.59	71.53

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	5.56	8.99	7.78	50.93	49.44	40.00	43.52	41.57	52.22
Grade 4	2.86	3.85	6.59	37.14	31.73	41.76	60.00	64.42	51.65
Grade 5	0.96	2.86	2.08	31.73	31.43	27.08	67.31	65.71	70.83
Grade 6	0.00	0.95	4.85	18.39	26.67	39.81	81.61	72.38	55.34
Grade 7	2.27	1.12	1.75	44.32	30.34	28.07	53.41	68.54	70.18
Grade 8	2.90	2.47	3.37	27.54	53.09	26.97	69.57	44.44	69.66
All Grades	2.50	3.32	4.29	35.83	36.30	33.79	61.68	60.38	61.92

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	0.00	6.74	10.00	50.00	58.43	42.22	50.00	34.83	47.78
Grade 4	5.71	3.85	6.59	43.81	42.31	49.45	50.48	53.85	43.96
Grade 5	1.92	2.86	2.08	32.69	45.71	31.25	65.38	51.43	66.67
Grade 6	0.00	0.00	6.80	28.74	34.29	37.86	71.26	65.71	55.34
Grade 7	3.41	1.12	0.88	51.14	53.93	40.35	45.45	44.94	58.77
Grade 8	1.45	2.47	0.00	40.58	55.56	43.82	57.97	41.98	56.18
All Grades	2.14	2.79	4.29	41.35	47.64	40.65	56.51	49.56	55.06

Conclusions based on this data:

Due to COVID-19 School Closures, conclusions remain the same. However, action plan has shifted to support our current learning environment.

At Lemonwood, the number of students performing at the standards met/exceeded (combined) decreased from 17/18 to 18/19. It is noted that students increased in the exceeded category, although the percentage is still low. Concepts and procedures were the most challenging area for our students this past year, which is a change from prior years. We did see an increase in students communicating their reasoning, which may be due to a heightened emphasis in many classes with the Mathematical Mindset framework.

As a result, our Site Instructional Leadership Team will focus on and read Pathways to the Common Core as means by which to support standards-based first instruction.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students							
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K		1427.0		1437.4		1402.7		63
Grade 1		1461.4		1463.4		1458.9		84
Grade 2		1483.0		1477.2		1488.3		83
Grade 3		1476.5		1465.6		1487.0		61
Grade 4		1517.7		1499.7		1535.1		51
Grade 5		1533.3		1526.9		1539.3		31
Grade 6		1531.6		1529.4		1533.4		30
Grade 7		1521.1		1510.6		1531.2		24
Grade 8		1551.5		1543.2		1559.3		19
All Grades								446

Overall Language Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K		9.52		47.62		30.16		12.70		63
1		15.48		36.90		33.33		14.29		84
2		15.66		43.37		30.12		10.84		83
3		3.28		39.34		37.70		19.67		61
4		13.73		62.75		17.65		5.88		51
5		22.58		54.84		22.58		0.00		31
6		13.33		50.00		36.67		0.00		30
7		0.00		54.17		33.33		12.50		24
8		10.53		52.63		31.58		5.26		19
All Grades		12.11		46.64		30.49		10.76		446

	Oral Language Percentage of Students at Each Performance Level for All Students									
Grade Level	**Level 4**		**Level 3**		**Level 2**		**Level 1**		**Total Number of Students**	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K		19.05		41.27		25.40		14.29		63
1		23.81		34.52		34.52		7.14		84
2		24.10		43.37		26.51		6.02		83
3		13.11		37.70		24.59		24.59		61
4		27.45		54.90		11.76		5.88		51
5		45.16		35.48		19.35		0.00		31
6		33.33		43.33		23.33		0.00		30
7		25.00		41.67		20.83		12.50		24
8		42.11		36.84		5.26		15.79		19
All Grades		25.11		41.03		23.99		9.87		446

	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**	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K		7.94		38.10		49.21		4.76		63
1		14.29		28.57		34.52		22.62		84
2		12.05		44.58		20.48		22.89		83
3		0.00		29.51		47.54		22.95		61
4		19.61		45.10		29.41		5.88		51
5		3.23		22.58		70.97		3.23		31
6		3.33		26.67		60.00		10.00		30
7		0.00		25.00		58.33		16.67		24
8		5.26		42.11		47.37		5.26		19
All Grades		8.97		34.75		41.26		15.02		446

| Listening Domain
Percentage of Students by Domain Performance Level for All Students | | | | | | | |
| Grade Level | Well Developed | | Somewhat/Moderately | | Beginning | | Total Number of Students | |
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K		20.63		71.43		7.94		63
1		50.00		42.86		7.14		84
2		28.92		62.65		8.43		83
3		11.48		60.66		27.87		61
4		21.57		74.51		3.92		51
5		6.45		87.10		6.45		31
6		26.67		66.67		6.67		30
7		0.00		79.17		20.83		24
8		21.05		73.68		5.26		19
All Grade		24.89		64.57		10.54		446

| Speaking Domain
Percentage of Students by Domain Performance Level for All Students | | | | | | | |
| Grade Level | Well Developed | | Somewhat/Moderately | | Beginning | | Total Number of Students | |
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K		30.16		49.21		20.63		63
1		14.29		71.43		14.29		84
2		16.87		73.49		9.64		83
3		24.59		52.46		22.95		61
4		33.33		56.86		9.80		51
5		74.19		19.35		6.45		31
6		33.33		60.00		6.67		30
7		54.17		33.33		12.50		24
8		31.58		52.63		15.79		19
All Grades		28.92		57.17		13.90		446

Grade Level	Reading Domain Percentage of Students by Domain Performance Level for All Students							
	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K		0.00		92.06		7.94		63
1		34.52		35.71		29.76		84
2		12.05		65.06		22.89		83
3		0.00		55.74		44.26		61
4		15.69		70.59		13.73		51
5		9.68		80.65		9.68		31
6		0.00		53.33		46.67		30
7		4.17		41.67		54.17		24
8		10.53		52.63		36.84		19
All Grades		11.88		61.21		26.91		446

Grade Level	Writing Domain Percentage of Students by Domain Performance Level for All Students							
	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K		52.38		36.51		11.11		63
1		14.29		67.86		17.86		84
2		13.25		71.08		15.66		83
3		19.67		68.85		11.48		61
4		25.49		70.59		3.92		51
5		9.68		87.10		3.23		31
6		36.67		63.33		0.00		30
7		4.17		83.33		12.50		24
8		5.26		94.74		0.00		19
All Grades		21.75		67.49		10.76		446

Conclusions based on this data:

Conclusions are based on 18-19 results due to COVID-19 School Closure. However, based on the data, most of our students struggle the most with the reading domain. This is aligned with our universal screening tool, STAR 360 as well. As a result, we will focus on targeting our English Learner Reading Skills in order to improve their overall score, which will provide them with the opportunity to be reclassified as English proficient. In addition to targeting focus skills in our first instruction, we will provide students with additional support via learning software and intervention support.

School and Student Performance Data

Student Population

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

2018-19 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
844	**84.2**	**61.3**	**0.2**
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	517	61.3
Foster Youth	2	0.2
Homeless	8	0.9
Socioeconomically Disadvantaged	711	84.2
Students with Disabilities	81	9.6

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	4	0.5
Filipino	15	1.8
Hispanic	805	95.4
Two or More Races	3	0.4
White	17	2.0

Conclusions based on this data:

We have a very high number of students who are Socioeconomically Disadvantaged. In addition, the vast majority of our students are Hispanic. Our Special Education program (Students with Disabilities) is a program that has been increasing in the past years as well. Students in that program are representative of the makeup of our school. This data indicates that not only should our instruction be culturally relevant, but our resources should focus on providing opportunities for our students of poverty as they require more supports. For example, this year we will have a series for parents, providing them with resources to support balanced literacy at home. We understand that through the Equity lens, our Hispanic and Socioeconomically disadvantaged students needs additional supports to access their instructional programs.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

In Language Arts, while our students are still significantly below standard, our English Learners, Hispanic, Socioeconomically Disadvantaged and Students with Disabilities subgroups all saw growth from the 16/17 school year to the 17/18 school year. In Mathematics, students in our English Learners, Hispanic, and Socioeconomically Disadvantaged subgroups maintained, where our Students with Disabilities subgroup saw some growth. We saw improvement with lowering our numbers of chronic absenteeism. With student suspension, our numbers in 16/17 had dropped from 3.8% to 1%. In 17/18, we went back to 3.5%. We have put behavior plans in place for our Students with Disabilities who were being suspended so that alternate methods can be used before suspension. Upon conclusions remain the same due to COVID-19 school closures

School and Student Performance Data

Academic Performance
English Language Arts

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report

Red	Orange	Yellow	Green	Blue
1	3	0	0	0

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Orange	Red	No Performance Color
63.2 points below standard	71.5 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Declined -4.2 points	Declined -5.3 points	
561	470	1

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Orange	Orange
Less than 11 Students - Data Not Displayed for Privacy	66.3 points below standard	136.6 points below standard
	Declined -4.3 points	Increased ++11.5 points
9	481	74

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	0 Students	0 Students	37 points above standard
1			12

Hispanic	Two or More Races	Pacific Islander	White
Orange	No Performance Color	No Performance Color	No Performance Color
65.9 points below standard	Less than 11 Students - Data Not Displayed for Privacy	0 Students	Less than 11 Students - Data Not Displayed for Privacy
Declined -5.2 points	2		1
545			

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
110.7 points below standard	41.5 points below standard	40.7 points below standard
Maintained -2.4 points	Declined -8.4 points	Increased ++6.3 points
204	266	59

Conclusions based on this data:

In Language Arts, while our students are still significantly below standard, our English Learners, Hispanic, Socioeconomically Disadvantaged and Students with Disabilities subgroups all saw growth from the 16/17 school year to the 17/18 school year. We will continue to implement evidence-based instructional practices that are based on the Common Core State Standards. In addition, we will continue to work with our English Learners during both designated and integrated time to increase their English proficiency. Staff will work to collaborate regarding our students with disabilities so that the students are supported in their resource setting as well as the general education setting. Students will have scaffolds in place to support their English instruction or their IEP goals. With all students, we will continue to work on providing rigorous instruction, incorporating in Depth of Knowledge and a Growth Mindset. Teachers will be collaborating about writing activities and assessments, and will put particular emphasis on writing through the content areas. Teachers will also be trained in AVID Critical Reading strategies across grade levels and content areas.
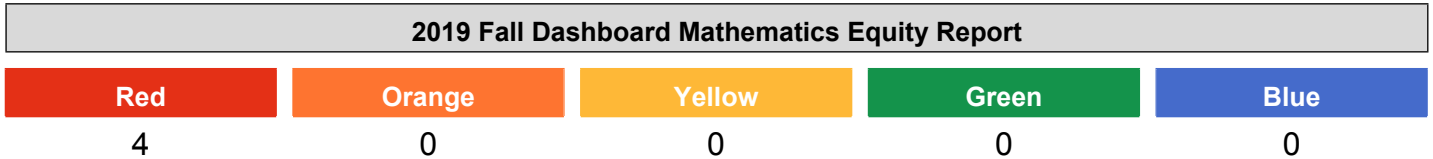
School and Student Performance Data

Academic Performance
Mathematics

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

| Lowest Performance | Red | Orange | Yellow | Green | Blue | Highest Performance |

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
4	0	0	0	0

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	**English Learners**	**Foster Youth**
Red	Red	No Performance Color
98.8 points below standard	103.6 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Declined -3.6 points	Declined -5.5 points	
560	469	1

Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Red	Red
Less than 11 Students - Data Not Displayed for Privacy	101.6 points below standard	170.1 points below standard
	Declined -4.6 points	Declined -3.6 points
9	480	74

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color			No Performance Color
Less than 11 Students - Data Not Displayed for Privacy			6.7 points below standard
1			12
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Red	No Performance Color		No Performance Color
101.4 points below standard	Less than 11 Students - Data Not Displayed for Privacy		Less than 11 Students - Data Not Displayed for Privacy
Declined -4.3 points	2		1
544			

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
128.1 points below standard	84.7 points below standard	94.5 points below standard
Declined -7.9 points	Declined -4 points	Increased ++5.7 points
204	265	59

Conclusions based on this data:

Due to COVOD-19 School Closures, conclusions remain the same. However, action plan has shifted to support our current learning environment.

In Mathematics, while our students are still significantly below standard, our English Learners, Hispanic, and Socioeconomically Disadvantaged maintained, while our Students with Disabilities subgroup saw growth from the 16/17 school year to the 17/18 school year. With all of our students, we will continue to focus on evidence based strategies that support our Common Core State Standards. Students with disabilities will be supported through collaboration between the special education staff and the general education staff as they provide appropriate scaffolds in the general education classrooms. Oracy development and writing will be a focus area for our students as we work to develop writing skills in math as a way to explain thinking through the Mathematical Mindset approach.

School and Student Performance Data

Academic Performance
English Learner Progress

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

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress
No Performance Color
49.2 making progress towards English language proficiency
Number of EL Students: 374
Performance Level: Medium
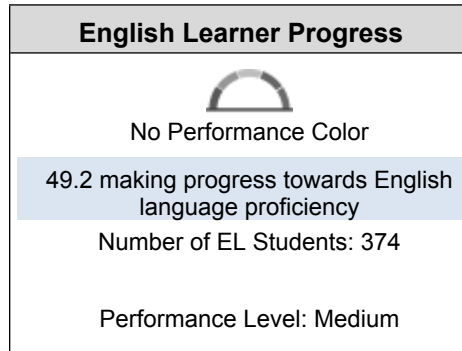
This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
16.0	34.7	3.4	45.7

Conclusions based on this data:

With English Learners, we expect that the numbers aren't heavy at a level 4, as those students are typically ones that are reclassified. Having Level 2-3 scores is more common. We are continuing to support students who remain at those levels without growth and are providing targeted intervention and designated ELD to move their language acquisition forward.

School and Student Performance Data

Academic Performance
College/Career

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

| Lowest Performance | Red | Orange | Yellow | Green | Blue | Highest Performance |

This section provides number of student groups in each color.

2019 Fall Dashboard College/Career Equity Report

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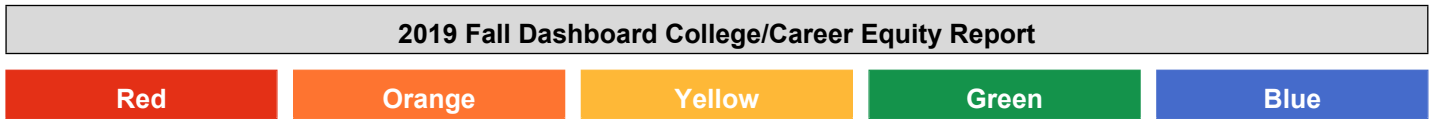
This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2019 Fall Dashboard College/Career for All Students/Student Group

All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard College/Career by Race/Ethnicity

African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

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

2019 Fall Dashboard College/Career 3-Year Performance

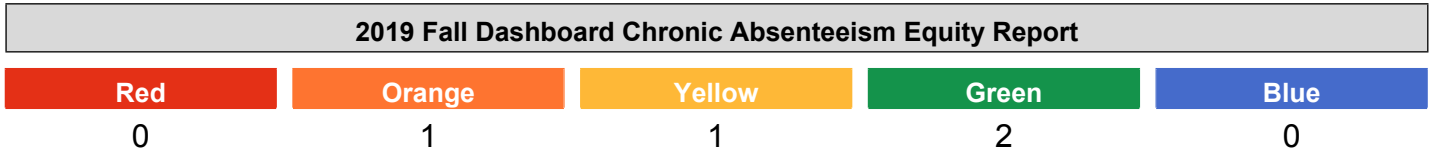| Class of 2017	Class of 2018	Class of 2019
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

Conclusions based on this data:

N/A

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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

Lowest
Performance

Red

Orange

Yellow

Green

Blue

Highest
Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	1	1	2	0

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	**English Learners**	**Foster Youth**
Yellow	Green	No Performance Color
4.4	3.9	Less than 11 Students - Data Not Displayed for Privacy
Increased +0.7	Declined -0.7	
		2
885	537	

Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Green	Orange
11.8	4.2	10.6
Declined -6.4	Maintained +0.2	Increased +2.3
17	761	113

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	11.1
4	0	0	Increased +11.1
			18
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	No Performance Color	No Performance Color	No Performance Color
4.4	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	0
Increased +0.6	3	0	Declined -5.3
840			20

Conclusions based on this data:

We have high attendance numbers at Lemonwood in general. Students who are chronically absent from school are ones where we have created individual contracts and high levels of communication with parents for support. With the COVID-19 school closures, we have seen an increase of absenteeism. As a result, we are in constant communication with families in order to provide support to parents and students. Our ORC and School Counselor collaborate with admin and teachers in order to provide resources and support to groups of students as a whole or individually. Additionally, we collaborate with teachers on a regular basis to determine if school-wide systems can be put in place to promote high attendance for our previously chronic students and/or students whom are now absent on a more chronic basis.

School and Student Performance Data

Academic Engagement
Graduation Rate

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Graduation Rate Equity Report

Red	Orange	Yellow	Green	Blue

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

2019 Fall Dashboard Graduation Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

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

2019 Fall Dashboard Graduation Rate by Year

2018	2019

Conclusions based on this data:

N/A

School and Student Performance Data

Conditions & Climate
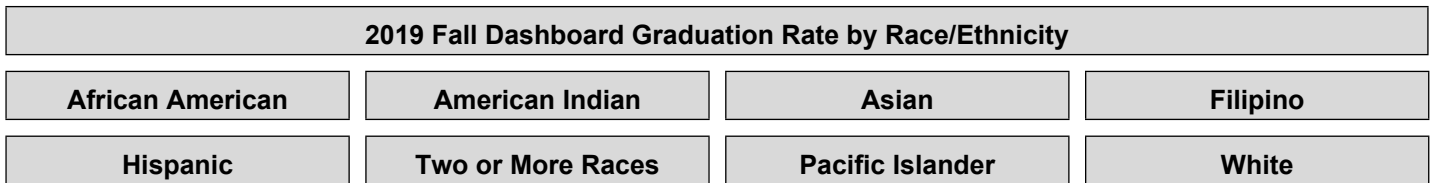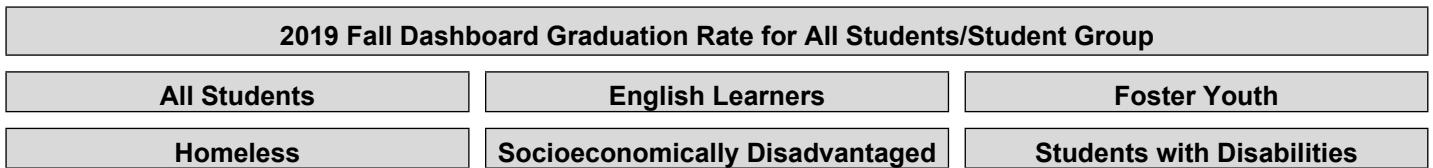## Suspension Rate

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

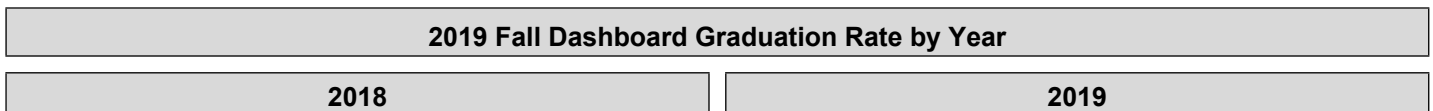| Lowest Performance | Red | Orange | Yellow | Green | Blue | Highest Performance |

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	3	1	0	0
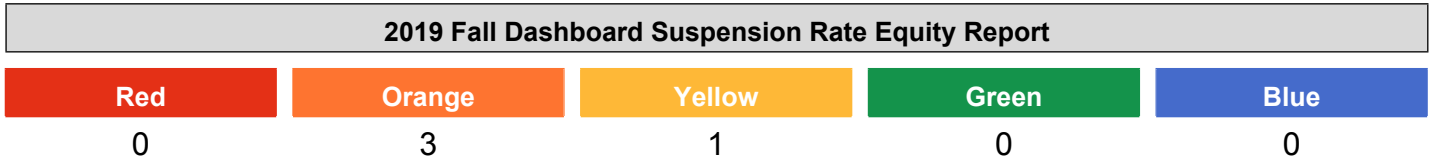
This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	**English Learners**	**Foster Youth**
Orange	Yellow	No Performance Color
4.3	2.4	Less than 11 Students - Data Not
		2
Increased +0.8	Maintained -0.2	
903	546	

Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Orange	Orange
4.8	4.1	7.7
Declined -11.9	Increased +0.4	Declined -1.8
21	776	117

2019 Fall Dashboard Suspension Rate by Race/Ethnicity			

African American	**American Indian**	**Asian**	**Filipino**
No Performance Color			No Performance Color
Less than 11 Students - Data			10.5
4			Increased +10.5
			19

Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	No Performance Color		No Performance Color
4.3	Less than 11 Students - Data		0
Increased +0.7	3		Maintained 0
857			20

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

2019 Fall Dashboard Suspension Rate by Year		
2017	**2018**	**2019**
	3.5	4.3

Conclusions based on this data:

Our suspension rate increased by almost 1%. In review of the suspension data, we concluded that early identification of Social Emotional Needs as well as supporting staff with de-escalation techniques would positively impact our suspension rate. Intervention provided to students before we see and escalation would benefit our students tremendously in this area.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Language Arts and Math

LEA/LCAP Goal

All students will reach high academic standards in reading and mathematics.

Goal 1

All students will reach high academic standards in reading and mathematics, with an emphasis on writing across content areas.

Identified Need

To increase the capacity of teachers to deliver effective first instruction
To provide equipment, materials and technology resources that support high quality instruction
To provide opportunities for teachers to review data on a consistent basis.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP	***Due to COVID-19 school closures, the data below is the most recent CAASPP Data. Based on 2018/19 data, students in grades 4-8 had the following growth on the CAASPP Assessment in Language Arts: Grade 4: Positive movement - 13% No movement - 61% Negative movement - 25% Grade 5: Positive movement - 27% No movement - 61% Negative movement - 12% Grade 6 Positive movement -18% No movement - 65% Negative movement - 17%	Based on 2019/20 data, students in grades 4-8 will increase their percentage of positive growth on the CASSPP Assessment in both Language Arts and Mathematics by 10% based on cohort data. 4th Grade: ELA - 23% Mathematics: 21% 5th Grade: ELA - from 14% to 24% Mathematics - from 11% to 21% 6th Grade: ELA - from 25% to 35% Mathematics - from 6% to 16% 7th Grade: ELA - from 18% to 28%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Grade 7: Positive movement - 17% No movement - 61% Negative movement - 21% Grade 8: Positive movement - 19% No movement - 72% Negative movement - 8% In 2018/19, students in grades 4-8 had the following growth on the CAASPP Assessment in Mathematics: Grade 4: Positive movement - 11% No movement - 69% Negative movement - 18% Grade 5: Positive movement - 4% No movement - 74% Negative movement - 28% Grade 6 Positive movement - 20% No movement - 69% Negative movement - 11% Grade 7: Positive movement - 8% No movement - 83% Negative movement - 9% Grade 8 Positive movement - 9% No movement - 79% Negative movement - 11%	Mathematics - from 21% to 31% 8th Grade: ELA - from 16% to 26% Mathematics - from 8% to 18%
CAASPP - Maintenance	***Due to COVID-19 school closures, the data below is the most recent CAASPP Data. Based on 2018/19 data, students in grades 3-7 scored a Level 4 on the CAASPP Assessment:	100% of current students who scored at a Level 4 in Language Arts and/or Math in 18/19 will maintain a Level 4 in Language Arts and/or Math in 19/20.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Grade 3: ELA: 11% Math: 4% Grade 4: ELA: 14% Math: 4% Grade 5: ELA: 6% Math: 2% Grade 6 ELA: 3% Math: 5% Grade 7: ELA: 0% Math: 0% Grade 8: ELA: 4% Math: 0%	
CAASPP - English Learner Subgroup	***Due to COVID-19 school closures, the data below is the most recent CAASPP Data. In 2018/19, English Learners in grades 4-8 had the following growth on the CAASPP Assessment in Language Arts: Grade 4: Positive movement - 7% No movement - 78% Negative movement - 15% Grade 5: Positive movement - 18% No movement - 82% Negative movement - 0% Grade 6 Positive movement -18% No movement - 78% Negative movement - 4%	Based on 2019/20 data, English Learners in grades 4-8 will increase their percentage of positive growth on the CASSPP Assessment in Language Arts by 10% based on cohort data. Grade 4: 17% Grade 5: 18% Grade 6: 27% Grade 7: 28% Grade 8: 10%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Grade 7: Positive movement - 0% No movement - 100% Negative movement - 0% Grade 8: Positive movement - 0% No movement - 100% Negative movement - 0%	
STAR 360 Early Literacy, Reading, and Math (English and Spanish)	2020-2021 Beginning of Year STAR 360 Data A Student Growth Percentile, or SGP, compares a student's growth to that of his or her academic peers nationwide. Academic peers are students in the same grade with a similar scaled score on a Star assessment at the beginning of the time period being examined. SGP is reported on a 1–99 scale, with lower numbers indicating lower relative growth and higher numbers indicating higher relative growth. Student Growth Percentile: Reading: 58.4% of students scored Above or Typical Growth Math: 51.1% of students scored Above or Typical Growth Early Literacy: 59.9% of students scored Above or Typical Growth Proficiency Rate: Reading: 26.6% of students estimated to score at or above the proficiency benchmark	School-wide Goal: Students with a Scale Score within the Level 1 and Level 2 benchmarks will have an SGP between 66-99 indicating high growth. Students with a Scale Score within the Level 3 and Level 4 benchmarks will have an SGP between 35-65 indicating typical growth. Grade-Level Goal: 50% of students will improve my at least one proficiency level in STAR (English and Spanish) Early Literacy, Reading, and Math.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Reading Spanish: 56.7% of students estimated to score at or above the district proficiency benchmark Math: 23.8% of students estimated to score at or above proficiency benchmark Math Spanish: 62.4% of students estimated to score at or above the district proficiency benchmark Early Literacy: 35.3% of students estimated to score at or above the proficiency benchmark Early Literacy Spanish: 57.4% of students estimated to score at or above the district proficiency benchmark	

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

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Professional development series to increase the capacity of teachers to deliver effective, data driven instruction in writing, to gain familiarity and comfort with the structures, materials and technology (strand focus) of balanced literacy, and to build collaborative relationships within and beyond grade levels (3 year plan).

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

Amount(s)	Source(s)
25000	LCFF - Intervention 5800: Professional/Consulting Services And Operating Expenditures Professional Development
13000	Title I 5800: Professional/Consulting Services And Operating Expenditures Professional Development

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s)   Source(s)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Teachers will collaborate in a Professional Learning Community weekly to review instructional best practices and review student instructional data. Based on the student needs and student data, teachers will be provided with professional learning opportunities at the site and district level.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	

Strategy/Activity 4

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Special Education

Strategy/Activity

RSP teachers and paraprofessionals will support general education classroom teachers. Grades K-6 will use a pull out model for instruction. Grade 6 will pull out for Language Arts. The co-teaching model will be utilized for 7th grade mathematics, 8th grade mathematics, and 8th grade language arts. RSP teachers will collaborate weekly with General Education Teachers in order to progress towards goals and how to best meet the needs of our Special Education Students.

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

Amount(s)	Source(s)
0	District Funded 1000-1999: Certificated Personnel Salaries Certificated Salaries
0	District Funded 2000-2999: Classified Personnel Salaries Classified Salaries
0	District Funded 3000-3999: Employee Benefits Benefits for RSP teachers and paraprofessionals

Strategy/Activity 5
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

English Learners

Strategy/Activity

Daily designated ELD instruction includes a minimum of 30 minutes for kindergarten, 45 minutes for grades 1-5, and a class period for grades 6-8. Instruction aligns to the District's EL Master Plan.

Integrated ELD occurs in all content areas throughout the remainder of the day. Focus on Oracy as part of Balanced Literacy.

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

Amount(s)	Source(s)
	No funding required

Strategy/Activity 6
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Dual Language

Strategy/Activity

Implementation of Dual Language Program for grades K-5 following the Districts' EL Master Plan. Teacher collaboration will occur throughout the year for teachers to reflect on data, plan rigorous instruction, and plan for individual student needs. Professional learning opportunities will be provided throughout the year to support biliteracy instruction.

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

Amount(s)   Source(s)

Strategy/Activity 7
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Monitor academic progress in ELA, ELD, and Math using formative and summative assessments, including STAR 360 and curricular assessments. Intervention plans will be developed according to the results of the assessments. Intervention to mitigate the COVID-19 learning loss will be taught by classroom teachers, intervention teacher (ISP) and Resource Teacher (when applicable).

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

Amount(s)	Source(s)
0	District Funded

	1000-1999: Certificated Personnel Salaries Certificated Salaries: Teachers
0	District Funded 3000-3999: Employee Benefits Certificated Benefits
0	District Funded 1000-1999: Certificated Personnel Salaries Intervention Support Provider

Strategy/Activity 8
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English
Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

District Technology Technician will maintain equipment and software to support students learning through technology software and Internet access.

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

Amount(s)	Source(s)
0	District Funded 2000-2999: Classified Personnel Salaries Site Tech Salary
0	District Funded 3000-3999: Employee Benefits Classified Benefits
3500.00	Discretionary 4000-4999: Books And Supplies Computer Equipment and Software

Strategy/Activity 9
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English
Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Materials and supplies will be purchased to support the core instructional programs of ELA, Math, Social Studies, and Science as well as integrated strand focus of Communication, Arts, and Technology.

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

Amount(s)	Source(s)
44739	Discretionary 4000-4999: Books And Supplies Materials and Supplies
8010	Title I 4000-4999: Books And Supplies Materials and Supplies
5316	LCFF - Intervention 4000-4999: Books And Supplies Warehouse Charges
29457	LCFF - Intervention 4000-4999: Books And Supplies Materials and Supplies

Strategy/Activity 10
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Students with insecure housing

Strategy/Activity

Access to classroom to attend synchronous and complete asynchronous assignments

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

Amount(s)	Source(s)
0	District Funded None Specified Connected Program (OSD and ASP)

Strategy/Activity 11
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Teachers will have the Duplo, copy machines, Xerox machines, and district publications to make necessary copies of instructional materials

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

Amount(s)	Source(s)
2804.00	Discretionary 5000-5999: Services And Other Operating Expenditures Maintenance Agreements
5352.00	LCFF - Targeted 5700-5799: Transfers Of Direct Costs Publication/Graphics costs
450.00	Discretionary 5000-5999: Services And Other Operating Expenditures Rentals, Leases, and Repairs

Strategy/Activity 12
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

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

Strategy/Activity 13
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students with significant learning loss due to COVID-19 in 3rd through 8th grades

Strategy/Activity

Intersession instruction during schedule school breaks to mitigate learning loss

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
15000	LCFF - Targeted 1000-1999: Certificated Personnel Salaries Teacher - Extra Help Salaries
3286	LCFF - Targeted 3000-3999: Employee Benefits Teacher Benefits
15000	LCFF - Intervention 1000-1999: Certificated Personnel Salaries Teacher - Extra Help Salaries
3287	LCFF - Intervention 3000-3999: Employee Benefits Teacher Benefits

Strategy/Activity 14

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students with significant learning loss due to COVID-19

Strategy/Activity

Para-educator support to 1st and 2nd grade students in ELA, SLA, and Math to mitigate learning loss due to COVID-19

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

Amount(s)	Source(s)
23838	Title I 2000-2999: Classified Personnel Salaries Salaries - Paraprofessionals
7915	Title I 3000-3999: Employee Benefits Paraprofessional Benefits
5617	Title III 2000-2999: Classified Personnel Salaries Salaries - Paraprofessionals
1520	Title III 3000-3999: Employee Benefits Paraprofessional Benefits

5455	LCFF - Targeted 2000-2999: Classified Personnel Salaries Salaries - Paraprofessionals
1767	LCFF - Targeted 2000-2999: Classified Personnel Salaries Paraprofessional Benefits

Strategy/Activity 15
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Conduct Coordinated Services Team (CoST) meetings, Student Success Team (SST) meetings, 504 meetings, and IEP meetings to address the needs of at risk students. CoST and SST meetings will review student instructional data and current or past interventions in order to abide by the Child Find obligation.

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

Amount(s)   Source(s)

Strategy/Activity 16
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

All students will participate in field trips or enrichment assemblies as an extension of classroom experiences, strand focus and college and career readiness in a virtual format.

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

Amount(s)   Source(s)

2500	LCFF - Intervention None Specified Fieldtrips

Strategy/Activity 17

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

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

Strategy/Activity 18
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

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

Strategy/Activity 19
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Library Technician will provide access and guidance to all students to check out library books based on reading levels.

Books and materials will be purchased to support growing Dual Language program and to make collection available for students.

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

Amount(s)   Source(s)

0   District Funded

	2000-2999: Classified Personnel Salaries Library Tech - Salary
0	District Funded 3000-3999: Employee Benefits Library Tech - Benefits
6837	Title I 4000-4999: Books And Supplies Library Books and Materials
2830	Title III 4000-4999: Books And Supplies ELD Classroom Libraries

Strategy/Activity 20
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Targeted English Learners

Strategy/Activity

English Language Development Intercession

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

Amount(s)	Source(s)
9625	Title III 1000-1999: Certificated Personnel Salaries Teacher Extra Help/Tutoring
2109	Title III 1000-1999: Certificated Personnel Salaries Certificated Benefits

Strategy/Activity 21
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Online Learning Platforms enhancing first instruction and also addressing COVID-19 Learning Loss (Lexia, Accelerated Learning, ST Math)

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
5000	LCFF - Intervention 7000-7439: Other Outgo
0	District Funded None Specified Lexia, Accelerated Reader, MyOn, and ST Math

Strategy/Activity 22

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Middle School Students

Strategy/Activity

The middle school AVID program is provided for students. Teachers receive specific training to support their students to strive for college and career readiness. Strategies are supported through all middle school classes with a focus on note taking, critical reading, and comprehension strategies.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
13251	Title I 2000-2999: Classified Personnel Salaries AVID Tutor salaries
4179	Title I 3000-3999: Employee Benefits AVID Tutor benefits

Strategy/Activity 23

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

After School Program Students

Strategy/Activity

The After School Program will be offered to students in grades K-8 and will provide enrichment for students through opportunities for collaborative learning and hands-on academic activities.

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

Amount(s)	Source(s)
0	District Funded Professional Development and Training Materials

Strategy/Activity 24
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

After School Program Students

Strategy/Activity

A Teacher Liaison will be designated for the After School Program to coordinate communication with the ASP and help it support school needs by organizing curriculum, providing modeling and providing professional development for ASP staff.

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

Amount(s)	Source(s)
0	District Funded 1000-1999: Certificated Personnel Salaries Teacher Liaison - Salary
0	District Funded 3000-3999: Employee Benefits Teacher Liaison - Benefits

Strategy/Activity 25
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Professional Development-Conferences

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
4750	Title I 5800: Professional/Consulting Services And Operating Expenditures

Strategy/Activity 26
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

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

Amount(s)   Source(s)

Strategy/Activity 27
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

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

Strategy/Activity 28
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Strategy/Activity 29
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Learning Management System (CANVAS) Lead Teachers

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

Amount(s)	Source(s)
0	District Funded 1000-1999: Certificated Personnel Salaries Teacher Canvas Support and Training

Strategy/Activity 30
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Math and Science Teachers

Strategy/Activity

Instructional Specialists will support math and science instruction in grades 6-8. They will support implementation of instructional strategies, skills and content by attending professional development with teachers, modeling lessons, providing release time for teachers to observe other teachers and facilitating Professional Learning Communities (PLC) to improve teaching and learning, to increase student achievement based on the performance indicators on the Dashboard.

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

Amount(s)	Source(s)
0	District Funded 1000-1999: Certificated Personnel Salaries Instructional Specialist - Salary

0	District Funded 3000-3999: Employee Benefits Instructional Specialist - Benefits

Strategy/Activity 31
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

3rd-5th Grade Targeted Students

Strategy/Activity

Literature through Art Groups

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

Amount(s)	Source(s)
0	District Funded Strand Art Teacher

Strategy/Activity 32
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

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

Strategy/Activity 33
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Strategy/Activity 34
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

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

Strategy/Activity 35
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

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

Strategy/Activity 36
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

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

Strategy/Activity 37
Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

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

Strategy/Activity 38
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

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

Strategy/Activity 39
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

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

Strategy/Activity 40
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Annual Review

SPSA Year Reviewed: 2019-20

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.

Last year, we did not meet Goal 1 in most areas. Our goal of meeting a 55 SGP in STAR Early Literacy, Reading, and Math was reached only with Grade 1 (Early Literacy).   While individual students saw tremendous growth, it did not happen grade level or school wide.

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

The intended implementation involved more funding being spent on tutoring costs than what actually occurred, due to a shortage of teachers being able to provide before/after tutoring. In addition, we did not use as much of the substitute costs as anticipated for teacher collaboration due to a lack of subs. Finally, we were not able to find AVID tutors during the year due to a lack of availability.

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.

We've adjusted several things as a result of last year's challenges with implementation. We've put more effort into collaboration, and designed that to take place after school in most cases so that we're not dependent on substitutes. In addition, we have been able to secure AVID tutors to start the 19/20 school year, allowing for the program to have the needed components. Tutoring costs have been lowered, and our tutoring program will focus on grade level bands as opposed to individual classes or grades so that we can be appropriately staffed to support our students.

In addition, we have focused our metrics to look not only at SGP, but also to look at CAASPP growth. In looking at growth targets, we felt it was necessary to look at multiple measures. The SGP will be reviewed all year long as each student will have an individual goal.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Social Emotional Support and School Climate

LEA/LCAP Goal

The social-emotional, health and well-being needs of students will be met in a learning environment that is safe, drug-free and conducive to learning.

Goal 2

The social-emotional, health and well-being needs of students will be met in a learning environment that is safe, drug-free and conducive to learning.

Identified Need

To decrease the suspension rate
To increase positive behavior
To provide wrap-around services to ensure students come to school ready to learn

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension Rate	Based on 2018/19 data, we had 38 students suspended for a total suspension rate of 4.44%. Lemonwood had one student expelled for an expulsion rate of 0.12%	Suspension rates will decrease by 0.5%.
Attendance Rate	In 2018/19, Lemonwood had 5.08% of students (43) with chronic attendance problems, missing 10% or more instructional period/days.	Decrease chronic attendance rates by 1%.

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

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Staff will participate in CHAMPS/PBIS training and implement the district adopted program for Positive Behavior Support

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

Amount(s)	Source(s)
250.00	Discretionary 1000-1999: Certificated Personnel Salaries Counselor - Extra Hours Salary
52.00	Discretionary 3000-3999: Employee Benefits Counselor - Extra Hours Benefits

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Staff will fully implement our ROAR school wide expectations in all grade levels, using all components for Positive Behavior Support, which will include a distance learning positive student engagement plan.

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

Amount(s)   Source(s)

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Students will be taught Digital Citizenship lessons within their classes.

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

Amount(s)	Source(s)
	No funding needed

Strategy/Activity 4
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Staff will implement and comply with the Comprehensive Safety School Plan (Fire, Lockdown, Earthquake and Evacuation Drills). Drills will be conducted monthly (fire), bimonthly (earthquake), 2x/year (lockdown) and annually (evacuation).

Staff will monitor and revise the safety plan annually.

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

Amount(s)	Source(s)
	No funding needed

Strategy/Activity 5
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Student discipline data from behavior referrals, rate, and reasons for school suspensions will be monitored monthly.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

No funding required

Strategy/Activity 6
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

The staff will utilize a MTSS model of leveled interventions for students' behavior and social-development concerns. The PBIS team will review behavior concerns for teacher support.

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

Amount(s)

Source(s)

No funding required

Strategy/Activity 7
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Student attendance will be monitored. Incentives for good attendance will be provided to individual students and classes. Support to all students and families will be provided.

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

Amount(s)

Source(s)

2000

LCFF - Intervention

	4000-4999: Books And Supplies Materials and Supplies for attendance incentives

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Social Emotional Art Program

Strategy/Activity

School Counselor and Art Teacher will provide lessons for 5th-8th grade students

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
500	Title I 5800: Professional/Consulting Services And Operating Expenditures SEL through Art Professional Development

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

0	

Strategy/Activity 10

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Students are referred through the MTSS process (CoST, SST) for the counselor to work with individual students and/or small groups in social development, emotional, and psychological concerns.

Students also receive Tier I support through classroom lessons given by the school counselor.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	Discretionary 1000-1999: Certificated Personnel Salaries Counselor Salary
0	District Funded 3000-3999: Employee Benefits Counselor - Benefits

Strategy/Activity 11
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Outreach consultant makes contact with families and provides resources for services provided by district and/or community agencies.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	District Funded 2000-2999: Classified Personnel Salaries ORC Salary
0	District Funded 3000-3999: Employee Benefits ORC -- Benefits

Strategy/Activity 12
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Staff supports PBIS "Caught you ROARing" tickets and prizes for positive behavior incentives.

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

Amount(s)	Source(s)
1,000.00	LCFF - Intervention 4000-4999: Books And Supplies Materials and Supplies for behavior incentives and postcards

Strategy/Activity 13
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Student dietary needs are supported through the use of our school salad bar and healthy eating choices.

Free Breakfast and Lunch are available to all students.

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

Amount(s)	Source(s)
0	District Funded 2000-2999: Classified Personnel Salaries CNS Salary
0	District Funded 3000-3999: Employee Benefits CNS - Benefits

Strategy/Activity 14
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

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

Strategy/Activity 15
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

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

Strategy/Activity 16
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Middle School Students

Strategy/Activity

6th, 7th, and 8th grade students will participate in the tobacco use prevention program, Friday Night Live (FNL). FNL advisors will receive training.

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

Amount(s)	Source(s)
	No funding needed

Strategy/Activity 17
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Students, staff and parents will participate in the California Healthy Kids Survey, California School Staff Survey, and California School Parent Survey for data collection related to social-emotional health.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	No copies needed

Strategy/Activity 18

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Assemblies will be provided for students related to safety, anti-bullying, and guidelines for success (ROAR).

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	See Goal #1, Activity #16 for assembly funding allocation

Strategy/Activity 19

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Ensure confidentiality of documents and sensitive student information.

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

Amount(s)	Source(s)
400.00	Discretionary 5000-5999: Services And Other Operating Expenditures Shredding Services

Strategy/Activity 20
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

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

Strategy/Activity 21
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

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

Strategy/Activity 22
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Strategy/Activity 23
Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Strategy/Activity 24
Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Strategy/Activity 25
Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Strategy/Activity 26

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

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

Strategy/Activity 27
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

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

Strategy/Activity 28
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

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

Strategy/Activity 29
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Strategy/Activity 30
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

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

Strategy/Activity 31
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

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

Strategy/Activity 32
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

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

Strategy/Activity 33
Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

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

Strategy/Activity 34
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

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

Strategy/Activity 35
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

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

Annual Review

SPSA Year Reviewed: 2019-20

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.

New PBIS activities were added last year with the "Caught You Roaring" cards and positive postcards being sent home. We did not see a connection with our suspension rate, although they were well received by the students. With our students experiencing repeated behavior challenges, our counselor intervened with support or referred students to outside counseling services. We reinforced positive attendance through classroom incentives and students working individually with our Outreach Consultant. This, along with frequent parent communication, allowed for our chronic attendance rate to remain low.

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

Due to COVID-19 School Closures, some of the expenditures did not occur.

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.

All activities and supports will be applied in a virtual format due to Covid-19 remote learning.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Parent and Family Engagement

LEA/LCAP Goal

Families will be welcomed and afforded meaningful and productive opportunities to participate in their child's academic and social-emotional growth.

Goal 3

Families will be welcomed and afforded meaningful and productive opportunities to participate in their child's academic and social-emotional growth.

Identified Need

To increase communication through websites and social media so parents and community are informed about district and school instructional programs and activities
To facilitate parent involvement in the educational and social-emotional well-being of their children

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California Healthy Kids' Survey Completion	In 2018/19, Lemonwood had 4 parents respond to the California Healthy Kids' Survey (CHKS).	At least 100 parents will complete the California Healthy Kids' Survey in Spring, 2020.
Survey Responses - Parental Involvement	In 2018/19, we did not have a significant number of respondents for adequate data to be gathered.	Based on 19/20 CHKS survey, at least 90% of parents will respond "agree" or "strongly agree" in the following categories: Allowing Input/Welcoming Parent Contributions Encouraging parents to be an active partner with the school in educating their child Seeking input from parents before making important decisions
Survey Responses - Parental Involvement	In 2018/19, we did not have a significant number of respondents for adequate data to be gathered.	Based on 19/20 CHKS survey, at least 60% of parents will have attended the following:

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		A school or class event A general school meeting A regularly scheduled parent/teacher conference

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

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

The school will conduct regular School Site Council and/or ELAC meetings which will inform parents of school goals, programs and activities.

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

Amount(s)   Source(s)

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Title I quarterly meetings will be held to inform parents of school goals, programs, and activities.

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

Amount(s)   Source(s)

	Classified Extra Help for translations - See Goal #3, Activity #1 for extra help allocation
	Classified Babysitting - See Goal #3, Activity #1 for babysitting allocation
	Refreshments - See Goal #3, Activity #1 for refreshment allocation

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

The school will offer parent workshops (Triple P, Parent Project) which will focus on parenting skills and will be conducted by a community agency and supported by the school's ORC.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	Classified Salaries - ORC - See Goal #2, Activity #11 for ORC allocation

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

This series of five, one hour workshops,designed to support caregivers and the community at large in supporting the children of the community in leveraging literacy in everyday life learning moments that are extended beyond the traditional school day. The framework for each session will include a first hand experience (storytelling, acting out a story, etc.) and tips for how to include literacy

learning at home in practical ways. The goal of this series is to strengthen the partnership of caregivers and teachers so that all children receive a team of support.

Session 1: Talking at Home, Session 2: Reading at Home, Session 3: Writing at Home, Session 4: Playing at Home, Session 5: Play as a Change Agent

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

Amount(s)	Source(s)
6000	Title III 5800: Professional/Consulting Services And Operating Expenditures

Strategy/Activity 5
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

SST/IEP teams will include parents in order to plan individualized student support for their child.

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

Amount(s)	Source(s)
	No funding required

Strategy/Activity 6
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Strategy/Activity 7
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

The school will maintain a full-time Outreach Specialist position to support students and families who experience hardships by locating and making community resources accessible to the families.

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

Amount(s)	Source(s)
	ORC - Salary - See Goal #2, Activity #11 for ORC salary allocation

Strategy/Activity 8
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

The school will maintain a full-time counselor to work with students and families to support individual students on an ongoing or crisis basis. Referrals to outside agencies may occur as well.

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

Amount(s)	Source(s)

	Counselor - Salary - See Goal #2, Activity #10 for Counselor salary allocation

Strategy/Activity 9
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Students with families speaking Mixteco

Strategy/Activity

The school will work with District translation services to support families who speak Mixteco by having access to MICOP services, translation, and parenting workshops.

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

Amount(s)	Source(s)
0	District Funded 2000-2999: Classified Personnel Salaries Mixteco Translator Salary
0	District Funded 3000-3999: Employee Benefits Mixteco Translator Salary - Benefits

Strategy/Activity 10
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

English Learners

Strategy/Activity

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

Strategy/Activity 11
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Parents will be invited to a parent/teacher conference in the fall. In the spring, parent conferences will be held for some parents where children are struggling.

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

Amount(s)   Source(s)

Strategy/Activity 12
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

School Site Council will revise and update the Parent Compact and Parent Involvement Policy annually. All parents will sign both documents.

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

Amount(s)   Source(s)

	No funding required

Strategy/Activity 13
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

The PTA will reach out to all parents to participate as volunteers in order to support our students by sponsoring student and family events.

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

Amount(s)	Source(s)
	No funding required

Strategy/Activity 14

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

After School Program Students

Strategy/Activity

The school will offer After School Program parent nights to provide parents with nutrition education, hands-on tips, games and strategies parents can employ to assist students with healthy habits and schoolwork.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	See Goal #1, Activity #23 for After School Program Allocation
	See Goal #1, Activity #24 for After School Program Liaison Allocation

Strategy/Activity 15

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

The school will offer parent workshops (Project to Inspire) which will focus on leadership skills for parents as a way to build parent engagement.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	Classified Salaries - ORC - See Goal #2, Activity #11 for ORC allocation
	Babysitting - See Goal #3, Activity #1 for babysitting allocation

Strategy/Activity 16
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

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

Strategy/Activity 17
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

The school will support families with assistance as needed through the office.

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

Amount(s)	Source(s)
2000	Discretionary 2000-2999: Classified Personnel Salaries Clerical Sub Cost/OT
1975	Title III 2000-2999: Classified Personnel Salaries Translation

Strategy/Activity 18

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

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

Strategy/Activity 19
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Students will be provided with a folder in grades K-3, and/or agenda in grades 2-8 for daily home/school communication.

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

Amount(s)	Source(s)
	See Goal #1, Activity #31 for folder/agenda funding allocation

Strategy/Activity 20
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

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

Strategy/Activity 21

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Strategy/Activity 22

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Strategy/Activity 23

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Strategy/Activity 24

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

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

Strategy/Activity 25
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

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

Strategy/Activity 26
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

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

Strategy/Activity 27
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

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

Strategy/Activity 28

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Strategy/Activity 29

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Strategy/Activity 30

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Strategy/Activity 31

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

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

Strategy/Activity 32
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

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

Strategy/Activity 33
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

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

Strategy/Activity 34
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

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

Strategy/Activity 35
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

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

Annual Review

SPSA Year Reviewed: 2019-20

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.

Our goal last year focused on increasing attendance at school events. While we did see a general increase, we found that to be challenging to track. We saw increased participation when students were involved (holiday programs, academic nights) compared to parent meetings.

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

Some of the parent workshops had low attendance, so they weren't offered with as much regularity as originally planned. Other than that, our expenditures were accurate for 19/20.

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.

With COVID-19, we will be more intentional with sharing media that will help parents navigate and support their students' academic progress. Additionally, we will offer some parent workshops to build literacy at home.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$111,956.00
Total Federal Funds Provided to the School from the LEA for CSI	$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$285,571.00

Other Federal, State, and Local Funds

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

Federal Programs	Amount ($)
Title I	$82,280.00
Title III	$29,676.00

Subtotal of additional federal funds included for this school: $111,956.00

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

State or Local Programs	Amount ($)
	$0.00
Discretionary	$54,195.00
District Funded	$0.00
LCFF - Intervention	$88,560.00
LCFF - Targeted	$30,860.00

Subtotal of state or local funds included for this school: $173,615.00

Total of federal, state, and/or local funds for this school: $285,571.00

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
Discretionary	54,195	0.00
Title I	82280	0.00
Title III	29,676	0.00
LCFF - Targeted	30860	0.00
LCFF - Intervention	88,560	0.00

Expenditures by Funding Source

Funding Source	Amount
	0.00
Discretionary	54,195.00
District Funded	0.00
LCFF - Intervention	88,560.00
LCFF - Targeted	30,860.00
Title I	82,280.00
Title III	29,676.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
1000-1999: Certificated Personnel Salaries	Discretionary	250.00
2000-2999: Classified Personnel Salaries	Discretionary	2,000.00
3000-3999: Employee Benefits	Discretionary	52.00
4000-4999: Books And Supplies	Discretionary	48,239.00
5000-5999: Services And Other Operating Expenditures	Discretionary	3,654.00

	District Funded	0.00
	District Funded	0.00
1000-1999: Certificated Personnel Salaries	District Funded	0.00
2000-2999: Classified Personnel Salaries	District Funded	0.00
3000-3999: Employee Benefits	District Funded	0.00
None Specified	District Funded	0.00
1000-1999: Certificated Personnel Salaries	LCFF - Intervention	15,000.00
3000-3999: Employee Benefits	LCFF - Intervention	3,287.00
4000-4999: Books And Supplies	LCFF - Intervention	37,773.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF - Intervention	25,000.00
7000-7439: Other Outgo	LCFF - Intervention	5,000.00
None Specified	LCFF - Intervention	2,500.00
1000-1999: Certificated Personnel Salaries	LCFF - Targeted	15,000.00
2000-2999: Classified Personnel Salaries	LCFF - Targeted	7,222.00
3000-3999: Employee Benefits	LCFF - Targeted	3,286.00
5700-5799: Transfers Of Direct Costs	LCFF - Targeted	5,352.00
2000-2999: Classified Personnel Salaries	Title I	37,089.00
3000-3999: Employee Benefits	Title I	12,094.00
4000-4999: Books And Supplies	Title I	14,847.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	18,250.00
1000-1999: Certificated Personnel Salaries	Title III	11,734.00
2000-2999: Classified Personnel Salaries	Title III	7,592.00
3000-3999: Employee Benefits	Title III	1,520.00
4000-4999: Books And Supplies	Title III	2,830.00
5800: Professional/Consulting Services And Operating Expenditures	Title III	6,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	271,394.00
Goal 2	4,202.00
Goal 3	9,975.00

School Site Council Membership

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

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

Name of Members	Role
Allison Cordes	Principal
Annette Warren	Classroom Teacher
Tracy Gordon	Classroom Teacher
Michelle Robledo-Canchola	Classroom Teacher
Gracie Almanza	Other School Staff
Elsa Garcia	Parent or Community Member
Maria del Carmen Antonio	Parent or Community Member
Rosa Maria Torres	Parent or Community Member
Guadalupe Perez	Parent or Community Member
Rosana Gomez	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
	School Site Council
	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 October 12, 2020.

Attested:

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
Clear	☑ School Site Council
Clear	☑ 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 October 14, 2019

Attested:

Clear	Principal,	on	10-19-2020
Clear	SSC Chairperson,	on	10-19-2020

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 process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

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 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 65001, 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: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

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

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

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

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

Description

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

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. 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 Stakeholder 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.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

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

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

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.

Goal

State the goal. 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 the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-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.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

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 California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal 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.

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

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school's identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

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

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity
Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and 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 TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity
For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. 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.

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 Education Code, 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.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal 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.]

Annual Review
In the following 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.

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. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

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

- Briefly describe any major differences between either/or the intended implementation or 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.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and 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 CSI, TSI, and 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 and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.
From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria 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.

Budget Summary

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

- Total Funds Provided to the School Through the Consolidated Application: 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 federal funds for CSI should complete the Budget Summary 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.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

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 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); and

            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; and

                ii.   Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and

                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 local educational agency (may include funds allocated via the ConApp, federal funds for CSI, 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 Stakeholder 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: S 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 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement 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 stakeholders (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 (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);

2. Include evidence-based interventions (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/policy/elsec/leg/essa/guidanceuseseinvestment.pdf);

3. Be based on a school-level needs assessment (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 (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.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and

2. Include evidence-based interventions (Planned 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" https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf.)

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

Additional Targeted Support and Improvement

A school identified 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 (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 Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified 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.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:
Programs included on the Consolidated Application: 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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