

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 14, 2019	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 enrichment, intervention and after school tutoring. Teachers also use a variety of instructional strategies to target the academic needs of our 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.

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 bilingualism and biliteracy. We follow a 50:50 model (Spanish/English) in all grades. Students in Kindergarten and 1st 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. Our DLI classroom pairs have additional collaboration time in order to communicate about best practices and about student growth in both languages. In all other classes which contain English Language Learners, 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. Our 2nd - 8th grade students have received an iPad for use at school and at home. Kindergarten and 1st grade have iPads available in their classrooms to support technology instruction. 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 revolves around ensuring that students are readers. We have a Reading Specialist who works with students in kindergarten, first and second grades. We use an Instructional Support Provider (ISP) in third, fourth, and fifth grade, allowing for the teacher or the extra support teacher to work with students. Paraprofessionals have been hired to support in our K-2 classes with small group instruction as well. 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 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 and Language Arts 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 regular CoST (Coordination of Services Team) and 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 CHAMPS. All staff has been trained in and implements this program which focuses on teaching students specific expectations regarding conversation levels, how to get help, activity, movement, and participation. 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 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. We are analyzing scores from the CAASPP and using Interim Assessment Benchmark data (3x/year) to guide our instruction for our 3rd-8th grade students. In addition, we will be analyzing ELPAC scores for our English Learners in order to guide integrated and designated instruction.

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 has a PAR (Peer Assistance and Review) program to offer support to any teacher who requests or requires it. 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. A DLI (Dual Language Immersion) TOSA (Teacher on Special Assignment) works directly with teachers to support biliteracy instruction. 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 least twice monthly, 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, 2019. In August-October, 2019, 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, 2019. Our School Site Council, with the input of our ELAC, reviewed end of year data in June, 2019 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 2019-2020, positions have had to be eliminated. The technology and math mentors were eliminated, which cuts down on professional development for teachers. With categorical funding cuts, tutoring funding was decreased, and an emphasis placed on collaboration. Hours were significantly reduced with our campus assistants, bringing us down two positions. In addition to staff, budget towards supplemental classroom instruction materials and school supplies will have reduced funding for this year.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19
American Indian	0.1%	%	%	1		
African American	0.2%	0.12%	%	2	1	
Asian	0.1%	%	%	1		
Filipino	1.8%	1.64%	%	15	14	
Hispanic/Latino	95.6%	95.77%	%	800	816	
Pacific Islander	%	%	%			
White	2.0%	2.23%	%	17	19	
Multiple/No Response	%	%	%			
Total Enrollment				837	852	

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	2016-17	2017-18	2018-19
Kindergarten	96	96	
Grade 1	93	91	
Grade 2	86	102	
Grade 3	108	86	
Grade 4	105	104	
Grade 5	105	103	
Grade 6	88	101	
Grade 7	86	87	
Grade 8	70	82	
Total Enrollment	837	852	

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		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19
English Learners	616			73.6%		
Fluent English Proficient (FEP)	135			16.1%		
Reclassified Fluent English Proficient (RFEP)	57			8.9%		

Conclusions based on this data:

In 2019/20, Lemonwood currently has 501 English Learners. In addition, there are 226 students who are being monitored following reclassification. 21 students have been fully reclassified.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	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.	2473.	1.15	0.96	2.91	16.09	17.31	20.39	31.03	33.65	34.95	51.72	48.08	41.75
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	28.60	52.41	46.50	49.32

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	2.91	36.78	43.27	46.60	59.77	54.81	50.49
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	5.99	44.56	44.41	45.21	52.05	48.43	48.80

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:

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. We will be using AVID strategies to support critical reading skills and note-taking, will be doing Step Up to Writing strategies throughout the school and across the subject areas to support organization within writing, and will have increased collaboration time to collectively plan rigorous instruction focusing on grade level state standards. 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)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	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.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	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

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	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:

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 of this, our instructional staff has targeted focus areas to support mathematics skills. We will be using AVID strategies in math to promote note-taking, will be doing Step Up to Writing strategies throughout the school in math to support organizational thinking within writing, and will have increased collaboration time to collectively plan rigorous instruction focusing on grade level state standards. We will also be reflecting on data at least monthly to guide instruction, intervention, and enrichment.

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

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

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

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

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	

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	

Reading Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	

Writing Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	

Conclusions based on this data:

Due to the recent administration of the ELPAC summative assessment, no data is available at this time.

School and Student Performance Data

Student Population

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

2017-18 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
852	92.1%	66.9%	0.1%

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.

2017-18 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	570	66.9%
Foster Youth	1	0.1%
Homeless	9	1.1%
Socioeconomically Disadvantaged	785	92.1%
Students with Disabilities	66	7.7%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	1	0.1%
Filipino	14	1.6%
Hispanic	816	95.8%
Two or More Races	2	0.2%
White	19	2.2%






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 is 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.

School and Student Performance Data

Overall Performance

2018 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Yellow	Chronic Absenteeism  Green	Suspension Rate  Red
Mathematics  Red		
English Learner Progress  No Performance Color		

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.

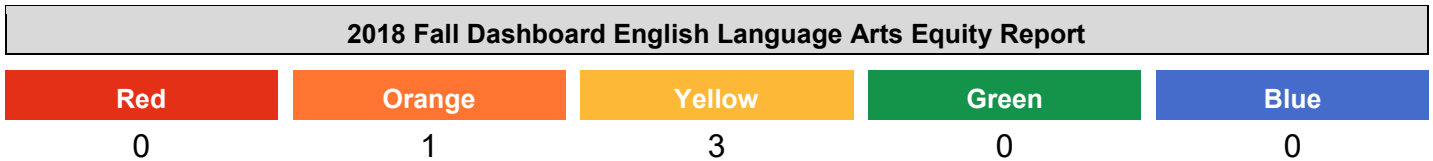
School and Student Performance Data

Academic Performance English Language Arts







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











This section provides number of student groups in each color.



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

2018 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p>  Yellow 59 points below standard Increased 12.6 points 549 students	<p>English Learners</p>  Yellow 66.3 points below standard Increased 11.2 points 454 students	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students
<p>Homeless</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7 students	<p>Socioeconomically Disadvantaged</p>  Yellow 61.9 points below standard Increased 12.2 points 508 students	<p>Students with Disabilities</p>  Orange 148.1 points below standard Increased 9.3 points 62 students

2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10 students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 60.7 points below standard Increased 11.6 points 534 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students

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.

2018 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
108.3 points below standard Declined -9.4 points 199 students	33.5 points below standard Declined -20.6 points 255 students	47 points below standard Increased 17.3 points 64 students

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.

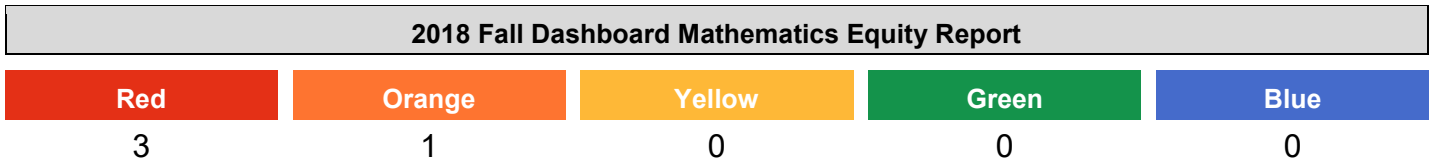
School and Student Performance Data

Academic Performance Mathematics







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











This section provides number of student groups in each color.



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

2018 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p>  Red 95.2 points below standard Maintained 2.5 points 550 students	<p>English Learners</p>  Red 98.2 points below standard Maintained 2.2 points 455 students	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students
<p>Homeless</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7 students	<p>Socioeconomically Disadvantaged</p>  Red 97 points below standard Maintained 2.2 points 509 students	<p>Students with Disabilities</p>  Orange 166.5 points below standard Increased 13.6 points 63 students

2018 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10 students
Hispanic	Two or More Races	Pacific Islander	White
 Red 97.1 points below standard Maintained 1.1 points 535 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students

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.

2018 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
120.2 points below standard Declined -5.9 points 199 students	81 points below standard Declined -22.9 points 256 students	100.1 points below standard Increased 6.4 points 64 students

Conclusions based on this data:

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. Vocabulary 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 percent of students performing at each level on the new English Language Proficiency Assessments for California (ELPAC) assessment. With the transition ELPAC, the 2018 Dashboard is unable to report a performance level (color) for this measure.

2018 Fall Dashboard English Language Proficiency Assessments for California Results				
Number of Students	Level 4 Well Developed	Level 3 Moderately Developed	Level 2 Somewhat Developed	Level 1 Beginning Stage
473	23.9%	40.6%	23.5%	12.1%

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.

2018 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.

2018 Fall Dashboard College/Career for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2018 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.

2018 Fall Dashboard College/Career 3-Year Performance		
Class of 2016	Class of 2017	Class of 2018
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

Conclusions based on this data:

N/A

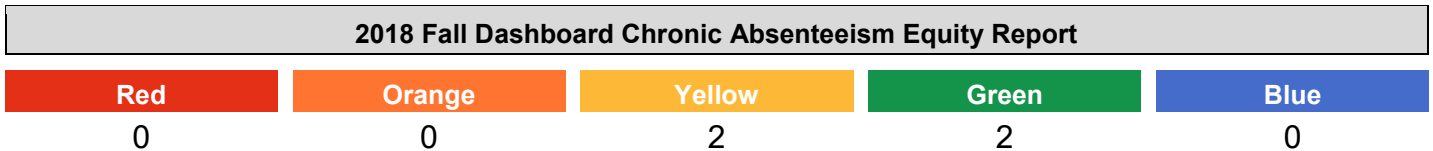
School and Student Performance Data

Academic Engagement Chronic Absenteeism







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











This section provides number of student groups in each color.



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

2018 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p>All Students</p>  <p>Green</p> <p>3.7% chronically absent</p> <p>Maintained 0.3%</p> <p>882 students</p>	<p>English Learners</p>  <p>Yellow</p> <p>4.6% chronically absent</p> <p>Increased 1%</p> <p>586 students</p>	<p>Foster Youth</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1 students</p>
<p>Homeless</p>  <p>No Performance Color</p> <p>18.2% chronically absent</p> <p>Declined 5.3%</p> <p>11 students</p>	<p>Socioeconomically Disadvantaged</p>  <p>Yellow</p> <p>4% chronically absent</p> <p>Increased 0.7%</p> <p>824 students</p>	<p>Students with Disabilities</p>  <p>Green</p> <p>8.3% chronically absent</p> <p>Declined 2.3%</p> <p>84 students</p>

2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 students	 No Performance Color 0% chronically absent Maintained 0% 15 students
Hispanic	Two or More Races	Pacific Islander	White
 Green 3.8% chronically absent Maintained 0.4% 845 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 students	 No Performance Color 5.3% chronically absent Declined 5.8% 19 students

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.

School and Student Performance Data

Academic Engagement Graduation Rate

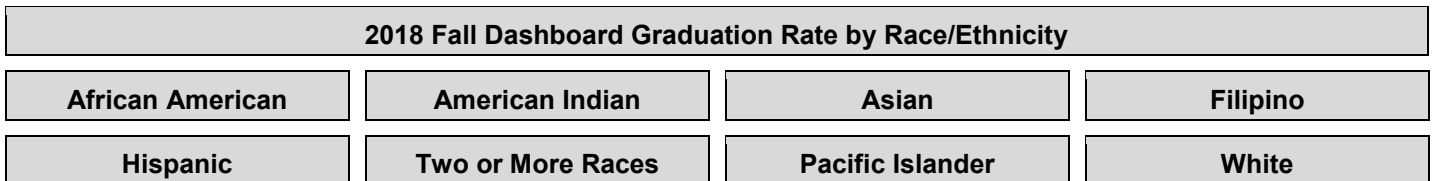
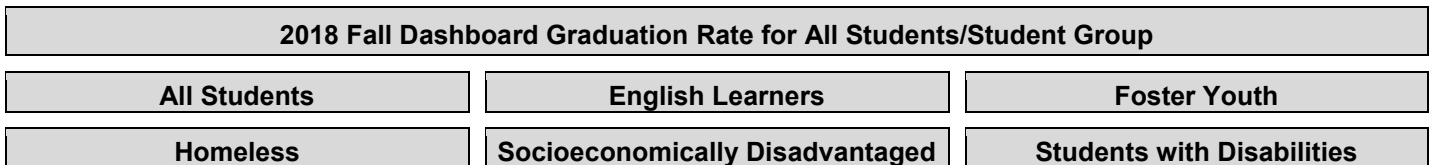
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

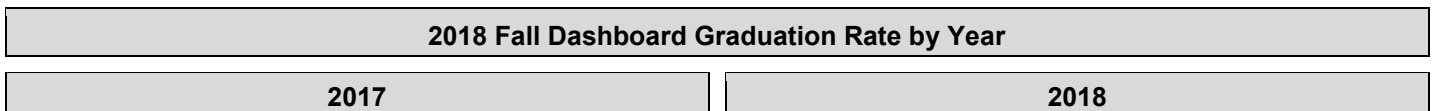
This section provides number of student groups in each color.



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



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



Conclusions based on this data:

N/A

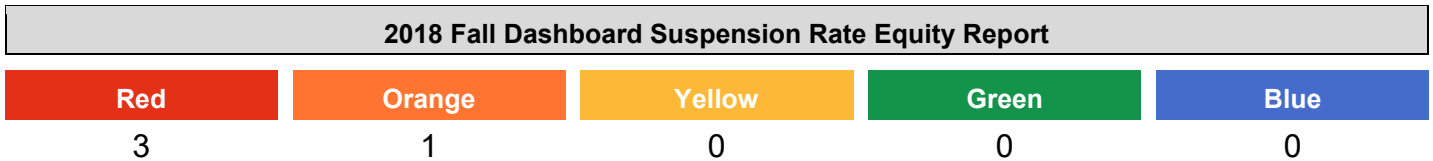
School and Student Performance Data

Conditions & Climate Suspension Rate







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











This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2018 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p>  Red 3.5% suspended at least once Increased 2.5% 891 students	<p>English Learners</p>  Orange 2.5% suspended at least once Increased 2.1% 591 students	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not 2 students
<p>Homeless</p>  No Performance Color 16.7% suspended at least once Increased 11.9% 12 students	<p>Socioeconomically Disadvantaged</p>  Red 3.7% suspended at least once Increased 2.8% 833 students	<p>Students with Disabilities</p>  Red 9.5% suspended at least once Increased 9.5% 84 students

2018 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data 2 students	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0% suspended at least once Maintained 0% 15 students
Hispanic	Two or More Races	Pacific Islander	White
 Red 3.6% suspended at least once Increased 2.6% 853 students	 No Performance Color Less than 11 Students - Data 2 students	 No Performance Color 0 Students	 No Performance Color 0% suspended at least once Maintained 0% 19 students

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

2018 Fall Dashboard Suspension Rate by Year

2016	2017	2018
3.8% suspended at least once	1% suspended at least once	3.5% suspended at least once

Conclusions based on this data:

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. With students not identified as having a disability, we have classroom behavior plans involving regular communication with parents.

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.

Identified Need

To increase the capacity of teachers to deliver effective data-driven instruction
 To provide equipment, materials and technology resources that support high quality instruction
 To provide opportunities for teachers to collaborate to improve teaching and learning

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP	<p>Based on 2018/19 data, students in grades 4-8 had the following growth on the CAASPP Assessment in Language Arts:</p> <p>Grade 4: Positive movement - 13% No movement - 61% Negative movement - 25%</p> <p>Grade 5: Positive movement - 27% No movement - 61% Negative movement - 12%</p> <p>Grade 6 Positive movement -18% No movement - 65% Negative movement - 17%</p> <p>Grade 7: Positive movement - 17% No movement - 61% Negative movement - 21%</p>	<p>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.</p> <p>4th Grade: ELA - 23% Mathematics: 21%</p> <p>5th Grade: ELA - from 14% to 24% Mathematics - from 11% to 21%</p> <p>6th Grade: ELA - from 25% to 35% Mathematics - from 6% to 16%</p> <p>7th Grade: ELA - from 18% to 28%</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>Grade 8: Positive movement - 19% No movement - 72% Negative movement - 8%</p> <p>In 2018/19, students in grades 4-8 had the following growth on the CAASPP Assessment in Mathematics:</p> <p>Grade 4: Positive movement - 11% No movement - 69% Negative movement - 18%</p> <p>Grade 5: Positive movement - 4% No movement - 74% Negative movement - 28%</p> <p>Grade 6 Positive movement - 20% No movement - 69% Negative movement - 11%</p> <p>Grade 7: Positive movement - 8% No movement - 83% Negative movement - 9%</p> <p>Grade 8 Positive movement - 9% No movement - 79% Negative movement - 11%</p>	<p>Mathematics - from 21% to 31%</p> <p>8th Grade: ELA - from 16% to 26% Mathematics - from 8% to 18%</p>
CAASPP - Maintenance	<p>Based on 2018/19 data, students in grades 3-7 scored a Level 4 on the CAASPP Assessment:</p> <p>Grade 3: ELA: 11% Math: 4%</p> <p>Grade 4: ELA: 14% Math: 4%</p>	<p>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.</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>Grade 5: ELA: 6% Math: 2%</p> <p>Grade 6 ELA: 3% Math: 5%</p> <p>Grade 7: ELA: 0% Math: 0%</p> <p>Grade 8: ELA: 4% Math: 0%</p>	
<p>CAASPP - English Learner Subgroup</p>	<p>In 2018/19, English Learners in grades 4-8 had the following growth on the CAASPP Assessment in Language Arts:</p> <p>Grade 4: Positive movement - 7% No movement - 78% Negative movement - 15%</p> <p>Grade 5: Positive movement - 18% No movement - 82% Negative movement - 0%</p> <p>Grade 6 Positive movement -18% No movement - 78% Negative movement - 4%</p> <p>Grade 7: Positive movement - 0% No movement - 100% Negative movement - 0%</p> <p>Grade 8: Positive movement - 0% No movement - 100% Negative movement - 0%</p>	<p>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.</p> <p>Grade 4: 17% Grade 5: 18% Grade 6: 27% Grade 7: 28% Grade 8: 10%</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>STAR 360 Student Growth Percentile Scores</p> <p>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.</p>	<p>In 2018/19, students in grades K-8 had the following SGP on the STAR tests:</p> <p>Early Literacy: Kindergarten - 38 Grade 1 - 68</p> <p>Reading: Grade 2 - 54 Grade 3 - 52 Grade 4 - 33 Grade 5 - 44 Grade 6 - 46 Grade 7 - 36 Grade 8 - 32</p> <p>Math: Grade 1 - 43 Grade 2 - 47 Grade 3 - 40 Grade 4 - 35 Grade 5 - 29 Grade 6 - 47 Grade 7 - 24 Grade 8 - 49</p>	<p>The Growth Percentile will meet or exceed 55 SGP for all students in each grade level in Early Literacy, Reading, and Math.</p>

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

Administration will conduct Student Academic Monitoring (data) conferences with teachers at least twice a year to discuss assessments results.

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)
2500.00	LCFF - Targeted 1000-1999: Certificated Personnel Salaries Teacher substitutes
515.25	LCFF - Targeted 3000-3999: Employee Benefits Teacher substitute 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.

Dual Language Students

Strategy/Activity

The DLI TOSA will support biliteracy teachers in implementing the adopted curriculum and units, model lessons and provide in-house professional development opportunities.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	District Funded 1000-1999: Certificated Personnel Salaries Certificated Salaries: DLI TOSA salary
0	District Funded 3000-3999: Employee Benefits Certificated Benefits

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 grade level or leadership meetings to evaluate, analyze results and use information to inform instructional decisions. Teacher directed collaboration will take place 1x/month through Tuesday meetings and SIP Day. Data focused grade level meetings will occur 1x/month and on SIP Day. 1x/month, teacher led professional development will occur during the Tuesday meetings.

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)
13320.00	Title I 1000-1999: Certificated Personnel Salaries Extra Hours for Teacher Collaboration
2745.25	Title I 3000-3999: Employee Benefits Certificated Benefits
350.00	LCFF - Targeted 5800: Professional/Consulting Services And Operating Expenditures Catering for SIP Day

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 7 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.

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. SIOP strategies are used during this time.

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.

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)

3948.00

Title I
1000-1999: Certificated Personnel Salaries

	Substitute costs for DLI collaboration release days
813.68	Title I 3000-3999: Employee Benefits Substitute benefit costs

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.

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

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

Site 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)
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0	District Funded 2000-2999: Classified Personnel Salaries Site Tech Salary
0	District Funded 3000-3999: Employee Benefits Classified Benefits
2000.00	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.

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)
37184.89	Discretionary 4000-4999: Books And Supplies Materials and Supplies
8963.34	Title I 4000-4999: Books And Supplies Materials and Supplies
4216.85	LCFF - Targeted 4000-4999: Books And Supplies Materials and Supplies
1524.42	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.

All students

Strategy/Activity

Academic Incentives will be used to support Accelerated Reader and trimester awards for ELA, Math, ELD, and Character Development.

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)

4000.00

LCFF - Targeted
4000-4999: Books And Supplies
Materials and Supplies for academic incentives
and Spelling Bee.

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

5500.00

LCFF - Targeted
5700-5799: Transfers Of Direct Costs
Publication/Graphics costs

432.00

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

Strategy/Activity

Intervention or enrichment will be provided through before or after school enrichment clubs, or tutoring for academic targeted students in grades K-8.

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)
4610.00	Title I 1000-1999: Certificated Personnel Salaries Teacher - Extra Help Salaries
950.12	Title I 3000-3999: Employee Benefits Teacher Benefits
3000.00	LCFF - Targeted 1000-1999: Certificated Personnel Salaries Teacher - Extra Help Salaries
618.30	LCFF - Targeted 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.

K-2 Students

Strategy/Activity

Paraprofessionals will be used to support students in grades K-2 in the areas of ELA, Math, and ELD.

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)
17436.00	Title III 2000-2999: Classified Personnel Salaries Salaries - Paraprofessionals
5161.26	Title III 3000-3999: Employee Benefits Paraprofessional Benefits
17965.00	LCFF - Intervention 2000-2999: Classified Personnel Salaries Salaries - Paraprofessionals
5303.00	LCFF - Intervention 3000-3999: Employee Benefits 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.

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)
7082.00	LCFF - Targeted 1000-1999: Certificated Personnel Salaries Substitute Costs for full day CoST, SST or IEP meetings
1459.60	LCFF - Targeted 3000-3999: Employee Benefits Substitute Benefits

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.

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)

8530.00

Title I
5700-5799: Transfers Of Direct Costs
Field Trip - Transportation Costs

4470.00

LCFF - Targeted
5700-5799: Transfers Of Direct Costs
Field Trip - Transportation Costs

9600.00

Title I
5800: Professional/Consulting Services And
Operating Expenditures
Entrance Fees

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

K-8 students will have opportunities to access technology for intervention or enrichment utilizing software applications for iPads and classroom computers.

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)

6661.00

Title I
5800: Professional/Consulting Services And
Operating Expenditures

	Software Licenses (Lexia, BrainPop, MobyMax, Starfall, ESGI, Read Naturally, Accelerated Math, etc.)
475.00	Discretionary 5800: Professional/Consulting Services And Operating Expenditures Software Licenses
12864	LCFF - Targeted 5800: Professional/Consulting Services And Operating Expenditures Software Licenses

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

Intervention and enrichment materials will be utilized during intervention and tutoring time.

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)

4000.00

Source(s)

Title I
4000-4999: Books And Supplies
Support Materials for Intervention with Reading Specialist Program

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
4500.00	LCFF - Targeted 4000-4999: Books And Supplies Library Books and Materials

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.

English Learners

Strategy/Activity

Teachers provide in school intervention and monitor English Learners to ensure Long Term English Learners (LTELs) make adequate academic progress.

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 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

Extra hours will be given for teacher leaders to reflect on school wide data, plan professional development as it relates to instructional programs and student growth.

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 Teacher Collaboration - Goal #1, Activity #3 for teacher collaboration funding allocation

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)

250.00

LCFF - Targeted 4000-4999: Books And Supplies Binder supplies for AVID binders
--

--

Field Trips to Colleges - transportation/fees - See Goal #1, Activity #16 for Field Trip allocation
--

10000.00

Title I 2000-2999: Classified Personnel Salaries AVID Tutor salaries
--

256.32

Title I 3000-3999: Employee Benefits AVID Tutor benefits
--

15000.00

Title I 5000-5999: Services And Other Operating Expenditures

Travel and Conference for Professional Development to AVID Conference for two staff members

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)

0

Source(s)

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)

0

Source(s)

District Funded

1000-1999: Certificated Personnel Salaries
Teacher Liaison - Salary

0

District Funded

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

Classroom teachers will teach their grade level developed strand focus unit and activities during the course of the year.

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)

0

Source(s)

No funding required

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.

3-5 Students

Strategy/Activity

Instructional Support Provider will work with students in grades 3-5 to support Tier II and Tier III instruction in ELA and 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)

23996.00

Source(s)

LCFF - Intervention
1000-1999: Certificated Personnel Salaries
ISP - Salary

4945.58

LCFF - Intervention

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.

Middle School Students

Strategy/Activity

Remedial Math and ELA electives added to the master calendar for middle school students to support intervention needs

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)

0

Source(s)

No funding required

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.

K-2 Students

Strategy/Activity

A Reading Specialist will work with students in grades K-2 to support students in foundational and early reading skills.

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)

0

Source(s)

District Funded
1000-1999: Certificated Personnel Salaries
Reading Specialist - Salary

0

District Funded
3000-3999: Employee Benefits
Reading Specialist - Benefits

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

Teacher led professional development will happen on a monthly basis during Tuesday meetings, and as extra PD workshops to focus on Writing, AVID Strategies for all classrooms, rigorous first instruction, Tier I/II interventions, and building individual goals for students. Topics will be based on data analysis and teacher survey input.

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)

0

Source(s)

No funding required

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)

0

Source(s)

District Funded
1000-1999: Certificated Personnel Salaries
Instructional Specialist - Salary

0

District Funded
3000-3999: Employee 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.

All students

Strategy/Activity

Staff will have the opportunity for professional development focusing on CCSS, NGSS, Content Specific Areas, Dual Language Instruction, ELD and Social Emotional Wellness.

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)

2045.00

Source(s)

Title I
5000-5999: Services And Other Operating Expenditures
Travel and Conference

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.

All Students

Strategy/Activity

Students will be provided with a folder (K-3), and/or an agenda (2-8) to support organization and communication daily.

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)

3500.00

Source(s)

Title I
4000-4999: Books And Supplies
Folders and Agendas

Annual Review

SPSA Year Reviewed: 2018-19

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.

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.

ROAR stands for being Responsible, an Outstanding Citizen, Always Safe, and Respectful.

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)

2000.00

LCFF - Targeted
4000-4999: Books And Supplies
Materials and Supplies for classrooms and common areas

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)

[Empty input box for 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)

[Empty input box for 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)

[Empty box for Amount(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)

[Empty box for Amount(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)
1,000.00	LCFF - Targeted 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.

All students

Strategy/Activity

Campus Assistants will monitor students before and after school, at lunch, recess, nutrition, passing periods, and special events (Back to School Night, Dance, Promotion)

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)
3000.00	Discretionary 2000-2999: Classified Personnel Salaries Campus Assistant Extra Hours
882.93	Discretionary 3000-3999: Employee Benefits Campus Assistant - Benefits

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.

Middle School Students

Strategy/Activity

Middle school science teachers will receive training and implement the Minnesota Smoking Prevention Program to 6th grade students.

Middle school science teachers will receive training and implement Project Alert to 7th and 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)

0

District Funded
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.

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
100.00	Discretionary 2000-2999: Classified Personnel Salaries Extra Hours - ORC
29.43	Discretionary 3000-3999: Employee Benefits ORC - Benefits for Extra Hours

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 - Targeted 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.

All students

Strategy/Activity

Students will utilize play equipment during organized play during recess and physical education 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)

8000.00

LCFF - Targeted
4000-4999: Books And Supplies
Materials and Supplies for recess and pe
equipment

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

Students will participate in Red Ribbon (Anti Drug Awareness) Week 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)

500.00

Source(s)

LCFF - Targeted
4000-4999: Books And Supplies
Materials and Supplies

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

Annual Review

SPSA Year Reviewed: 2018-19

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 construction and temporary play areas most of last year, we weren't able to truly implement the common area CHAMPS signage.

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.

In order to fully support the district SPARK PE program, we will spend money on the supplies needed to implement it for our elementary classes. We also look forward to implementing CHAMPS common areas with a new grass and playground area opening in the 19/20 school year.

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)
1100.00	Title III 2000-2999: Classified Personnel Salaries Extra Help - Translation Costs
323.74	Title III 3000-3999: Employee Benefits Classified Benefits for Translation Costs
300.00	Title I 2000-2999: Classified Personnel Salaries Extra Help and Overtime Translation Costs
88.29	Title I 3000-3999: Employee Benefits Classified Benefits for Translation Costs
500.00	Discretionary 2000-2999: Classified Personnel Salaries Babysitting Cost
147.16	Discretionary 3000-3999: Employee Benefits Classified Benefits for Babysitting Costs

500.00

Title I
4000-4999: Books And Supplies
Refreshments for Parent Meetings

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
	Babysitting - See Goal #3, Activity #1 for babysitting allocation
	Refreshments - See Goal #3, Activity #1 for refreshment 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

The school will provide focused family night events to demonstrate the CAT Strand (Communication, Arts, Technology) to support the learning process at home for all subgroups.

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)
500.00	LCFF - Targeted 4000-4999: Books And Supplies Materials and Supplies for events

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)

[Empty box for Amount(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 school will communicate CHAMPS goals and objectives at ELAC, SSC, PTA and other special meetings and presentations.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

[Empty box for Amount(s)]

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

[Empty box for Amount(s)]

Babysitting - See Goal #3, Activity #1 for babysitting allocation

[Empty box for Amount(s)]

Materials and Supplies - See Goal #3, Activity #1 for refreshment allocation

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)

[Empty box for Amount(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)

[Empty box for Amount(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

Reclassification Celebrations will take place during the school year.

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)
100.00	LCFF - Targeted 4000-4999: Books And Supplies Materials and Supplies for awards

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)

[Empty box for Amount(s)]

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

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)

[Empty box for Amount(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)

[Empty box for Amount(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)

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See Goal #1, Activity #23 for After School Program Allocation

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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
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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.

All students

Strategy/Activity

The school will send home positive postcards to students to build home/school communication and support PBIS.

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)

300.00

Source(s)

Discretionary
5900: Communications
Postage

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)

1800.00

Source(s)

Discretionary
2000-2999: Classified Personnel Salaries
Clerical Sub Cost

2208.00

Discretionary
2000-2999: Classified Personnel Salaries
Clerical Extra Hours and Overtime Costs

1179.59

Discretionary
3000-3999: Employee Benefits
Clerical Benefits

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

The school will provide opportunities for parents to complete the California Healthy Kids Survey with technology and translation support available during morning and evening parent meetings.

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
	Babysitting - See Goal #3, Activity #1 for babysitting allocation
	Classified Salaries - ORC - See Goal #2, Activity #11 for ORC 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

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

Annual Review

SPSA Year Reviewed: 2018-19

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 18/19.

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 changed the metric with this goal to gain more parent feedback in the 19/20 year. Based on parent input regarding this metric, gathering of this information can be done in tandem with other parent events, such as ELAC or a Coffee with the Principal event.

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	\$119,852.00
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	\$291,757.00

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	\$95,831.00
Title III	\$24,021.00

Subtotal of additional federal funds included for this school: \$119,852.00

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	\$53,745.00
District Funded	\$0.00
LCFF - Intervention	\$53,734.00
LCFF - Targeted	\$64,426.00

Subtotal of state or local funds included for this school: \$171,905.00

Total of federal, state, and/or local funds for this school: \$291,757.00

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	53,745.00	0.00
Title I	95,831.00	0.00
Title III	24,021.00	0.00
LCFF - Targeted	64,426.00	0.00
LCFF - Intervention	53,734.00	0.00

Expenditures by Funding Source

Funding Source	Amount
	0.00
Discretionary	53,745.00
District Funded	0.00
LCFF - Intervention	53,734.00
LCFF - Targeted	64,426.00
Title I	95,831.00
Title III	24,021.00

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	7,608.00
3000-3999: Employee Benefits	Discretionary	2,291.11
4000-4999: Books And Supplies	Discretionary	39,184.89
5000-5999: Services And Other Operating Expenditures	Discretionary	3,636.00

5800: Professional/Consulting Services And Operating Expenditures	Discretionary	475.00
5900: Communications	Discretionary	300.00
	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
4000-4999: Books And Supplies	District Funded	0.00
1000-1999: Certificated Personnel Salaries	LCFF - Intervention	23,996.00
2000-2999: Classified Personnel Salaries	LCFF - Intervention	17,965.00
3000-3999: Employee Benefits	LCFF - Intervention	10,248.58
4000-4999: Books And Supplies	LCFF - Intervention	1,524.42
1000-1999: Certificated Personnel Salaries	LCFF - Targeted	12,582.00
3000-3999: Employee Benefits	LCFF - Targeted	2,593.15
4000-4999: Books And Supplies	LCFF - Targeted	26,066.85
5700-5799: Transfers Of Direct Costs	LCFF - Targeted	9,970.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF - Targeted	13,214.00
1000-1999: Certificated Personnel Salaries	Title I	21,878.00
2000-2999: Classified Personnel Salaries	Title I	10,300.00
3000-3999: Employee Benefits	Title I	4,853.66
4000-4999: Books And Supplies	Title I	16,963.34
5000-5999: Services And Other Operating Expenditures	Title I	17,045.00
5700-5799: Transfers Of Direct Costs	Title I	8,530.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	16,261.00
2000-2999: Classified Personnel Salaries	Title III	18,536.00
3000-3999: Employee Benefits	Title III	5,485.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	265,495.86
Goal 2	17,214.36
Goal 3	9,046.78

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
Sally Wennes	Principal
Irma Cahue	Classroom Teacher
Randi Culver	Classroom Teacher
Shannon Torgeson	Classroom Teacher
Elva Gonzales Nares	Other School Staff
Maria Aspera	Parent or Community Member
Elsa Garcia	Parent or Community Member
Rosa Maria Torres	Parent or Community Member
Guadalupe Perez	Parent or Community Member
Mirna Tellez	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:

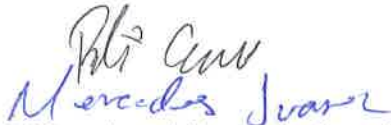
The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

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 14, 2019.

Attested:



Principal, Sally Wennes on 10/14/19

SSC Chairperson, Randi Culver on 10/14/19