

# Ventura Unified School District

# School Plan for

# Student

# Achievement



**Lemon Grove School**

56 72652 6056055

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**Fiscal Year 2023-2024**

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## **The School Plan for Student Achievement**

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

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

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

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For additional information on school programs and how you may become involved locally, please contact:

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450 Valmore Avenue  
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The district's Governing Board approved this revision of the school plan on \_\_\_\_\_.

**School Site Council Membership**

California Education Code Section 64001(g) requires that the School Plan for Student Achievement be reviewed and updated at least annually, including proposed expenditures of funds allocated through the ConApp, by the School Site Council (SSC). The 2023-24 School Site Council consists of the following members:

Name of Members	Principal	Certificated Staff	Classified Staff	Parent or Community Member	Student
Susan Martinez	X				
Jane Boyd		X			
Julie Crawford		X			
Shauna Peoples		X			
April SantaLucia			X		
Holly Cueto				X	
Crystal Santana Nova				X	
Jaimi Ventura				X	
Ally Littell				X	
Vacant					1
Number of members in each category	1	3	1	4	1

**English Language Advisory Council (ELAC) Membership**

Education Code Section 52176 (a) states that each school with more than 20 English Learners shall establish a school level advisory committee. Parents or guardians, or both, of EL pupils who are not employed by the district shall constitute a majority of the committee.

Name of Members	Principal	Certificated Staff	Classified Staff	Parents/Guardians of English Learners	Other
Susan Martinez	X				
Erin Fraser		X			
Goya Dominguez			X		
Jewel Ferras			X		
Number of members in each category	1	1	2		

(If the members of a properly constituted English Language Advisory Council (ELAC) voted to give over their governance to the School Site Council (SSC), please list the names of those people who voted. Giving over governance needs to be re-voted every 2 years.)

☐ The ELAC has voted to give governance to the SSC on this date: \_\_\_\_\_.

☐ The name of the parent ELAC representative to SSC is: \_\_\_\_\_.

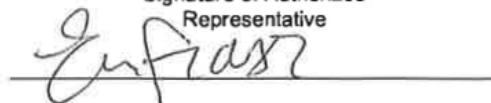
## Recommendations and Assurances

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:

- 1) The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
- 2) 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.
- 3) The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

English Learner Advisory Committee

Signature of Authorized  
Representative

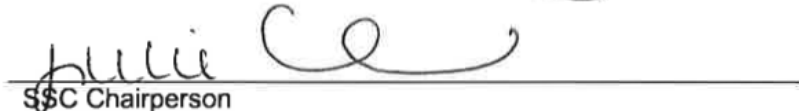


- 4) The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
- 5) This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
- 6) This SPSA was adopted by the SSC at a public meeting on: 10-10-23

Attested:

  
Susan Martinez, Principal

10-20-23  
Date

  
SSC Chairperson

10-20-23  
Date

## **District information**

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### **District Profile**

Ventura Unified School District is the fourth largest district in the county and located on the California coastline, 63 miles northwest of Los Angeles. Approximately 15,000 students in grades transitional kindergarten through twelve receive a rigorous, standards-based curriculum from dedicated and highly qualified professionals. The district is comprised of 17 elementary schools, 4 middle schools, 3 comprehensive high schools, 1 continuation high school, 1 alternative high school, and 1 independent study school.

During the 2022-23 school year, Ventura Unified School District served 14,980 students in grades TK-12 including 13% students with disabilities, 14.9% English learners, 54% socioeconomically disadvantaged, 0.2% migrant education, 2.8% homeless, and 0.4% identified as foster youth.

### **District Promise**

When it comes to delivering an education that prepares students for a future in the world today, a one-size-fits-all approach no longer suffices. Students must be able to think critically, approach problem-solving with agility and creativity, be open to exploration, and adapt to new ideas and pathways they will invariably encounter throughout their lives.

At Ventura Unified School District, we cultivate a wealth of diverse academic programs so every student in our community has the chance to explore and engage with a learning environment that not only challenges them academically, but also promotes their growth as people, scholars, and citizens of the world, in an open and positive environment.

Our passion is to help the children in our schools find their passion—academically and personally—believing that each and every student has a brilliant future ahead of them.

### **District Pillars**

We are committed to providing:

- a safe, healthy, and positive learning environment in every school
- rigorous and relevant academics that challenge each student
- engaging settings that stimulate curiosity and empower students to have a voice in their learning
- real world experiences and connections in and out of the classroom to cultivate creativity, critical thinking, and an appreciation for the world in which we live
- consistent, enthusiastic and unwavering encouragement of each and every child—so they can discover who they want to become and be academically, personally, and socially

Our young people are the future of our community and our world. It is incumbent on all of us to become deeply involved in their success, so each student has the freedom, support and resources they need to find their future.

**For the future of every student.**

### **District Vision**

In the Ventura Unified School District all students will receive an exemplary and balanced education fostering a lifelong passion for learning and engagement. We demand excellence of ourselves because our supportive community has entrusted us with their children.

### **District Mission**

The Ventura Unified School District will educate all students in safe, healthy, and high performing schools. We will inspire all students to excel academically, honor the unique qualities and diverse backgrounds of all students, build supportive relationships, guide all students to reach their full potential, motivate all students to successfully pursue their chosen life path, and engage all students to become responsible and contributing members of society.

### **District Governing Principles**

Every student can learn. We will make decisions in the best interest of students. We will value and celebrate diversity, and treat all people with dignity and respect. We will operate in a fiscally responsible manner. We will work as a team. We will maintain a working environment that promotes professional growth and excellence. We will celebrate and recognize success, creativity and achievement through a variety of indicators. We will embrace families and the community as partners in education.

## School Information

During the 2022-23 school year, Lemon Grove School served 279 students in grades TK-8 residing in the midtown area of Ventura. Student enrollment included 23.3% students with disabilities, 11.1% English learners, 65.2% socioeconomically disadvantaged, 0.4% migrant, 0.4% foster youth, and 2.2% homeless youth.

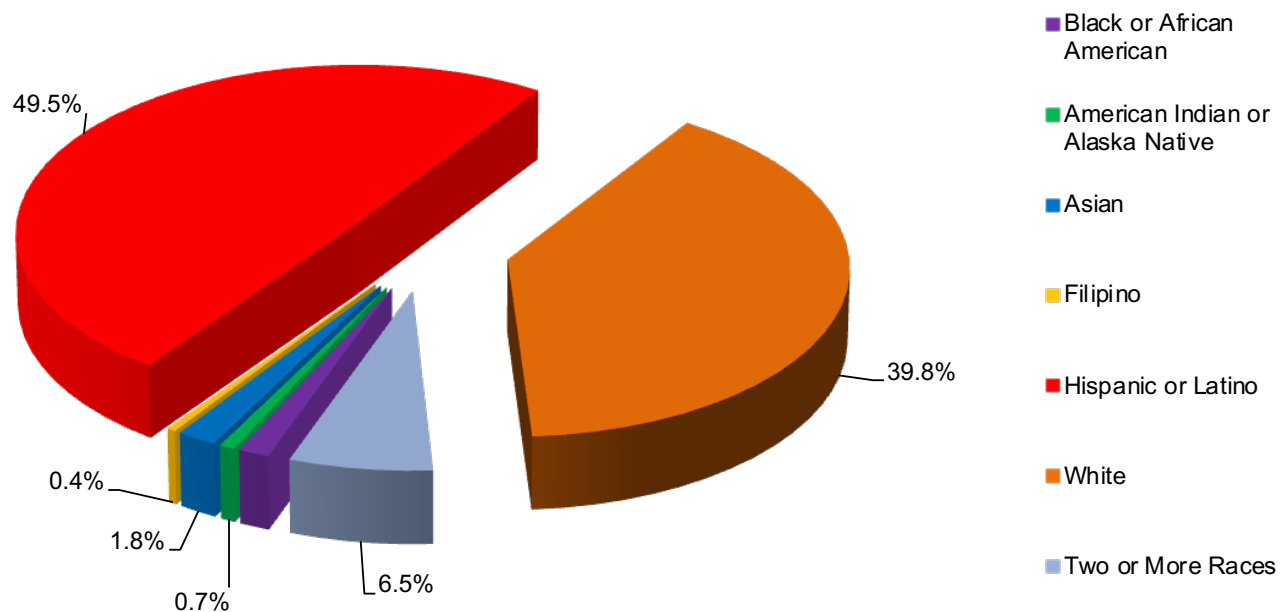
Lemon Grove School offers four special day classes, two Open Classrooms (K-5), nine traditional elementary classrooms, and two classrooms for Homestead School, a home school program serving 30 students K-8. More than 50 students are enrolled through intra/inter transfers.

Staff members vary from over 30 years experience to just beginning their careers. Because of the wide variety of programs cited above, the school provides a unique opportunity for learning about diverse backgrounds. Parents are involved in the classrooms and school programs. The PTA membership has a large number of parents and family members involved at school activities. The school's high daily attendance rate is another indicator that students feel safe and connected at school. Parents are kept informed about student achievement in the form of regularly scheduled parent conferences, principal newsletters, PTA/PTO meetings, website updates, and ParentSquare phone messages.

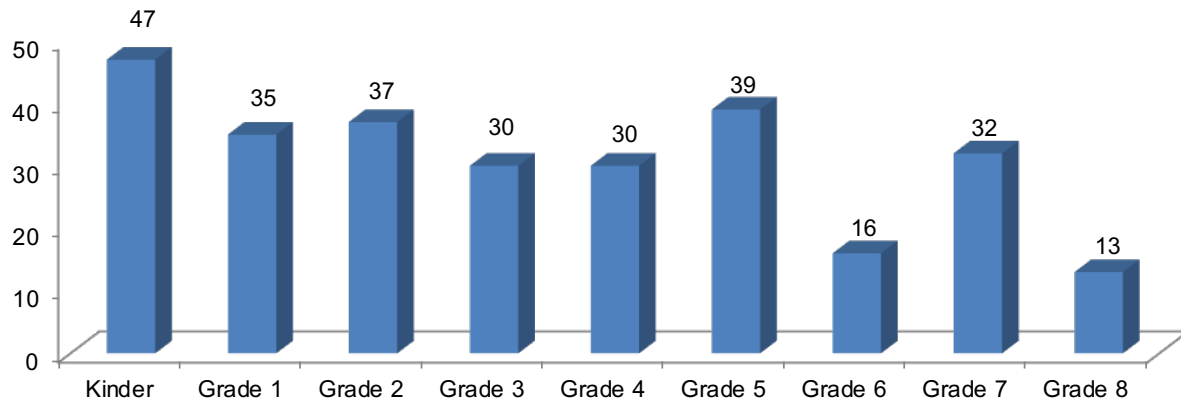
## School Mission

Lemon Grove campus provides a caring, healthy and safe environment where all children are honored, all individuals are respected, and all are provided learning opportunities for academic and social-emotional growth.

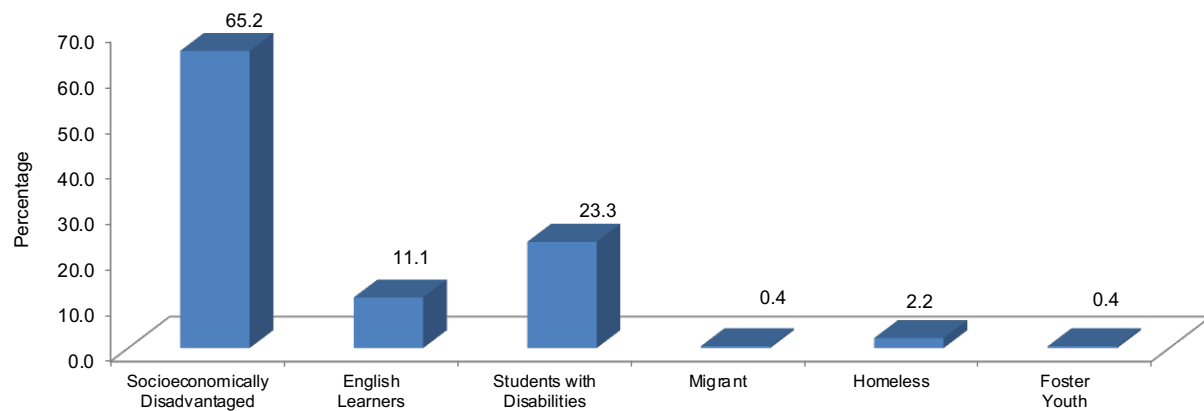
## Student Enrollment by Ethnicity – 2022-23



**Student Enrollment by Grade – 2022-23**



**Student Enrollment by Student Group – 2022-23**





### Comprehensive Needs Assessment

Lemon Grove School completed a comprehensive needs assessment survey of all students enrolled, including migratory students, which included the analysis of student performance in relation to the state academic content standards. During staff meetings, leadership team meetings, and grade level meetings, administrators and teacher leaders considered the results of the following to identify areas of strength and weakness:

- Analysis of Student Performance Data:
  - ELPAC Reports
  - Accelerated Reader Reports
  - CAASPP Reports
  - Teacher Created Assessments
  - MobyMax
  - District Reading Screener

Conclusions from the needs assessment survey were used to identify SPSA goals and program support goals.

### Transition from Preschool to Kindergarten

Ventura Unified School District Office of Educational Services, Child Development Programs Division, manages and coordinates early childhood programs to support the social, emotional, physical, and educational needs of the child in a safe and healthy environment. Teaching staff are fully credentialed through the California Commission on Teacher Credentialing. Support staff are well trained and knowledgeable of community resources, mental health, social services, health, and nutrition.

The Ventura Unified School District's Curriculum and Instruction Division oversees the following programs:

- **Jumpstart State Preschool Program:** Through a contract with the California Department of Education, Ventura Unified School District operates 14 half-day Jumpstart State Preschool programs. The Jumpstart Program is under the auspices of Ventura Unified School District Office of Educational Services, Child Development Programs.

Our State Preschool programs are designed to prepare children for successful entry to kindergarten. Our curriculum offers children opportunities to learn by being actively involved with developmentally appropriate materials in the areas of language, cognitive, social, emotional, creative, and physical development. We value each child as a unique individual and foster a healthy sense of self. We use integrative curriculum that is founded on theories of High Scope and the NAEYC Curriculum Guidelines for Young Children. We pride ourselves in being part of VUSD Language Arts Standards. Jumpstart utilizes a developmental continuum and benchmarks to document and evaluate student learning. It is the goal of Jumpstart to help minimize the gap between pre-K and the K-5 school system and to increase Kindergarten readiness.

When you visit the Jumpstart classrooms you will observe a print rich environment supporting the developmental process of early literacy. Notably, the importance of a culturally and linguistically sensitive learning environment is demonstrated. Children are engaged daily in language/ literacy lessons, as well as ten developmentally based center activities. Children receive a “no cost” nutritionally balanced meal each day. Each Jumpstart Preschool classroom is composed of a Site Leader (Director) and two qualified Classroom Teachers. The program is structured to provide back-to-back instruction, more commonly known as team teaching.

Children receive a “no cost” nutritionally balanced meal each day. Each Jumpstart Preschool classroom is composed of a Site Leader (Director) and two qualified classroom teachers. The program is structured to provide back-to-back instruction, more commonly known as team teaching. Morning and afternoon sessions are offered.

The Jumpstart State Preschool Programs offer morning and afternoon sessions at:

- E.P. Foster Elementary
  - Montalvo Elementary
  - Portola Elementary
  - Sheridan Way Elementary
  - A.T.L.A.S.
  - Will Rogers Elementary
  - Pacific High
- **Transitional Kindergarten (TK) Program:** The Ventura Unified School District's Curriculum and Instruction Division oversees the Transitional Kindergarten Program. The TK program is offered at the following school sites within the Ventura Unified School District:
    - Citrus Glen Elementary School
    - Elmhurst Elementary School
    - Junipero Serra Elementary School
    - Lemon Grove School
    - Lincoln Elementary School
    - Loma Vista Elementary School
    - Sheridan Way Elementary
    - Sunset School

### **Bully Prevention, Violence Prevention, and Substance Abuse Curricula**

All persons are to be treated with dignity and respect; therefore, the district, schools, students, parents/guardians and community have an obligation to promote mutual respect and safe, harmonious relations that support dignity and equality. The Ventura Unified School District has in place policies, procedures, and practices that are designed to reduce and eliminate bullying and harassment as well as processes and procedures to address incidents of bullying and harassment when they occur.

Lemon Grove School's behavior standards are aligned to district standards, including the application of standards for bullying behavior fairly and consistently. Lemon Grove School follows district guidelines, policies and procedures according to the Education Code as well as school rules pertaining to related matters such as bullying, suspension and expulsion, student expression, and the rights and responsibilities of students. School administration and teaching staff are qualified to identify, manage, and respond to unacceptable behaviors to support a safe and respectful learning environment. Lemon Grove School has implemented expectations of the Lesson One program across the campus, which establishes consistency and sets students up for success.

Lemon Grove School has adopted the following district-approved programs aimed at keeping students safe at all times and promoting healthy habits and choices.

- **Big Deals/Little Deals** – program that offers clear-cut guidelines for helping children differentiate big deals - situations that require adult intervention and little deals - those things children are capable of handling on their own.
- **Digital Citizenship** – An Internet safety program designed to provide teachers with lessons and resources that will comply with the Children's Internet Protection Act (CIPA). All schools are required to provide Internet Safety instruction for all grade levels each year.
- **Zones of Regulation** – The Zones of Regulation curriculum is explored highlighting strategies to teach students to become more aware of and independent in controlling their emotions and impulses, managing their sensory needs and improving their ability to problem solve conflicts are shared.
- **Second Step** – A research-based program to promote the social-emotional development, safety, and well-being of children.

### Community Resource Guide

The Ventura Unified School District publishes a Community Resource Guide for its student, parents, and community. The guide is available at the district office and on the district website [www.venturausd.org](http://www.venturausd.org). The guide provides local and community resource contact information for:

- 24 Hour Hotline Numbers
- After School Childcare & Activities
- Alcohol, Tobacco, Other Drugs
- Clothing, Food, Shelter
- Confidential Teen Services
- Counseling
- Educational Resources
- Family Support
- Health Notifications
- Healthcare
- Homeless Services
- Hot Line Numbers
- Local Alcohol, Tobacco & Drug Intervention Information
- Low or No-Cost Health Insurance for Children
- Student Assistance/Support
- Teen Services
- Transportation
- Tutoring

# School Plan for Student Achievement

School Name	County-District-School CDS Code	School Site Council (SSC) Approval Date	Local Board Approval Date
Lemon Grove School	56726526056055	10-10-2023	

## Purpose and Description

Briefly describe the purpose of this plan is to continue student achievement for all students.

Lemon Grove School has created a plan that includes goals and strategies/activities that will be used to address the needs of all students, with the focus on any groups scoring below the average of the school.

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 plan will be focusing on increasing student achievement for all students while decreasing performance gaps. It will also include student connections to school in order to provide a safe and secure environment for all staff and students. Family involvement will have goals for increased parent and community involvement. The focus and goals align with the Local Control and Accountability Plan.

## 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

Personnel Involved:	Date:
School Site Council	10-10-2023
School Leadership Team	9-20-2023
Parent Teacher Association	9-6-2023
English Learner Advisory Committee	10-10-2023

## Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable. **(COMPLETE ONLY IF CSI OR ATSI SCHOOL)**

N/A

**Goals, Strategies, Expenditures, and Annual Review**

**Goal 1:**

**Increase Student Achievement** – Increase/maintain student achievement for all students while decreasing performance gaps.

**Identified Need:**

Student academic needs were evaluated using CASSPP 2023 results and other district and school assessments from the end of the 2022-2023 school year, in the subject area of English language arts and mathematics. From the data, we have identified that a large percentage of our students need additional support in English language arts and mathematics. We also recognized that our students may overlap in one or more of specific groups, such as being an English learner and also meeting the needs of SED. For this reason, our goal will be the whole school approach of supporting all our learners.

**Annual Measurable Outcomes:**

<b>Metric/Indicator</b>	<b>Baseline/Actual Outcome</b>	<b>Expected Outcome</b>
CAASPP 2023 English Language Arts Overall	39%	46%
K-5 District Reading Spring Assessment	38%	46%
CAASPP 2023 Mathematics –Overall	27.57%	42%
K-5 District Math Spring Assessment	45%	52%
6-8 District Math Q4 Assessment	18%	35%

**Strategy/Activity 1**

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

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

Increase student reading skills for all students by targeting specific reading skills during core instruction and intervention. Ensure all students have access to books at their independent reading level. All classes will schedule daily time for students to engage in reading with intentional purpose.

**Strategy/Activity**

- To increase reading skills, students will have access to a variety of books at their independent reading level.
- Specific time will be built into the class schedule for independent reading
- Books will be available for students to take home for more practice
- STAR reading program will be used by 1<sup>st</sup> -5<sup>th</sup> grade to monitor and identify student current reading level
- Accelerated Reading program will be used by 1<sup>st</sup> -5<sup>th</sup> grade to support reading comprehension
- Starfall computer program for TK-3 grade
- School elementary assistant will support teachers with STAR and Accelerated Reading program
- Professional development and collaboration for certificated with the focus on reading/writing
- Intervention support from intervention teacher and/or additional classroom support
- English learner paraeducator, under the guidance of the teacher, will support students in reading
- Explore motivational incentives for celebrate student growth in reading skills
- Create a welcoming physical space for students to read, book clubs, and book talks
- Partner with family volunteers for supporting library time and book clubs during lunch time/recess
- Inform students and families how to access city public library

**Proposed Expenditures for this Strategy/Activity**

<b>Amount(s)</b>	<b>Source(s)</b>
\$500 Starfall reading program	Restricted Lottery
\$2,600 Accelerated Reading/STAR program	Restricted Lottery
\$2,600 Certificated/Classified hourly for literacy focus	Title 1
\$23,000 Elementary School Support Assistant	Supplemental
\$1,000 Intervention reading materials	Supplemental
\$42,500 English Learner Paraeducators	Title 1
\$626 Reading furniture (carts, preferred student seating)	Supplemental
\$461 Reading books	Title 1

**Strategy/Activity 2****Students to be served by this Strategy/Activity**

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

When reviewing CAASPP data and district assessments, student outcomes on the mathematics assessment for all students need additional support.

**Strategy/Activity**

Utilize online math curriculum resources to support individualized learning skills  
Ipad apps for math skills (TK-1<sup>st</sup>)  
Explicitly teach math language and vocabulary  
Students practice core math skills through games  
Explore math lessons that incorporate hands-on learning and application to real life  
Fact Fluency- reflex computer program (\$3,500 subscription continues from previous year)  
Teacher collaboration across grade-levels to support students math skill needs  
Teacher collaboration with ELOP for homework/tutoring

**Proposed Expenditures for this Strategy/Activity**

<b>Amount(s)</b>	<b>Source(s)</b>
\$3000 teachers collaboration time (hourly or sub cost)	\$1,000 Title 1 \$2,463 Site Based Fund
\$500 Math hands-on materials/games and lessons	Title 1

**Annual Review:**

**SPSA Year Reviewed: 2022-23**

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

**ANALYSIS:**

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

Goal 1 focused on increasing student achievement for all students in the area of English language arts and mathematics. For the CAASPP 2023 English language arts, 39% of students met achievement standards. This is an increase of 10.16% from the previous year. For the CAASPP 2023 mathematics, 35% of students met achievement standards. This is an increase of 7.43% from the previous year.

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

While we reviewed samples of writing curricula, there was not any that seemed to fit the learning goal for our students. Teachers did utilize the carts of reading books for their students and increased student access to books. For younger grades, they implemented "good fit books" to be read at home by using specific book bags. Data from the intervention teacher showed growth for our students in the small group tier 2 and tier 3 class. For math support, the Reflex computer program was purchased but there was a delay in implementation. This school year students will be using it and progress will be monitored. The Extended Learning Opportunity Program (ELOP) started in February and enrolled students were able to get support for homework.

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.

For the 2023-2024 school year, we are continuing to give students access to books they are interested in reading, to allow for the needed practice of the reading skills. We also are starting the school year with a full time intervention teacher, with the focus on reading. For math we will be using the Reflex computer program and also be exploring lessons that allow students to apply math skills to projects.



**Goal 2:**

**Student Connections to School** - Provide a safe and secure environment for all staff and students.

**Identified Need:**

Increase student engagement in school activities, along with creating intentional opportunities for students to connect with one another.

**Annual Measurable Outcomes:**

<b>Metric/Indicator</b>	<b>Baseline/Actual Outcome</b>	<b>Expected Outcome</b>
Document student participation in clubs and activities offered at school. Analyze student attendance. Through a uniformed process of students reporting incidents of bullying, harassment, intimidation, or discrimination, evaluate student negative interactions with others. .	Documentation of student participation in clubs and activities, incident reports, and attendance. Segregate the data to examine student responses to the school; opportunity by student groups (i.e. English learners, students with disabilities, socio-economically disadvantaged)	Decrease in negative behaviors of students between other students and staff. Increase student attendance.

**Strategy/Activity 1**

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

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

Students will have whole class social/emotional lessons by the school counselor, learning healthy strategies that can be practiced and used at school. A student has access to specific lessons/groups with the counselor, as needed (i.e. friendship group, anger strategies). As needed, students will be able to utilize specific areas on campus for a break or quiet space

**Strategy/Activity**

- Increase counselor time from 60% to 100%
- All students will receive social lessons from school counselor
- School counselors will work with classroom teachers to identify specific positive social skills lessons for the classroom.
- Small student groups with specific focus
- Create a school-wide area as a quiet space for students

**Proposed Expenditures for this Strategy/Activity.**

<b>Amount(s)</b>	<b>Source(s)</b>
\$48,205 School Counselor	Title 1
\$500 Quiet space materials and items	Supplemental

**Strategy/Activity 2****Students to be served by this Strategy/Activity**

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

All students will be served by offering interest-based activities

**Strategy/Activity**

- Offer clubs/activities to bring students together with similar interests
- Creating opportunities for students to come together for socialization, specifically a physical space designed for students to engage with one another
- Look at different scheduling times for the clubs/activities, such as recess, lunch, during the day, afterschool
- Include staff, families, community in facilitating club/activity
- Guest speakers to support our students learning about their culture and the culture of their peers

**Proposed Expenditures for this Strategy/Activity**

<b>Amount(s)</b>	<b>Source(s)</b>
\$500 clubs/activity materials	Title 1
\$500 equipment for social interaction	Title 1
\$2,000 hourly staff	Supplemental
\$3,700 community specialist (dance, robotics)	Title 1

**Strategy/Activity 3****Students to be served by this Strategy/Activity**

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

All students will be honored and recognized for their individual strengths, talents, and interests.

**Strategy/Activity**

- Collaboration with classified staff and certificated staff to strengthen the skill-set of adults on campus to foster the best in each student.
- Student recognition awards are held three times a school year.
- Purchase a trophy case with trophies to celebrate individual students, classes, grades, and even the whole school in a variety of areas from attendance to spelling bee to acts of kindness.

**Proposed Expenditures for this Strategy/Activity**

<b>Amount(s)</b>	<b>Source(s)</b>
\$2,000 staff hourly (planning, training)/teacher sub	Supplemental
\$2,000 material and equipment (trophy case)	Supplemental

**Annual Review:**

**SPSA Year Reviewed: 2022-23**

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

**ANALYSIS:**

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

The goal for 2022-23 of student connections to school by providing a safe and secure environment for all staff and students focused on whole school social/emotional lessons, start clubs/activities for student connections to peers, and whole school consistency with school-wide expectations.

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

With the increased school counselor time from 60% to full-time, all students were being taught common language for problem solving and conflict resolution. Clubs were started, with four new activities during the student lunch time. Including classified staff in meetings and training did strengthen the school's approach and response to student behavior. It also allowed for conversations across different areas of the school to have a larger understanding of what staff needed to do for our students, being proactive during the times outside of the classroom. The strategies were able to be implemented during the school year.

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.

For the 2023-2024 school year, we will continue to offer clubs and activities during the school day. We also will schedule meeting times for classified and certificated staff. The goal does include strengthening the communication between teachers and staff of the after school program, with the focus on homework support. The full-time school counselor will continue on whole-class social/emotional lessons and offer small groups with topics based on student needs. In addition, teachers will be collaborating across grade levels with the goal of increasing hands-on lessons or project-based lessons. There is also a focus on celebrating student successes in many different areas of school.

**Goal 3:****Family Involvement** - Increase parent and community involvement.

## Identified Need:

When families, schools, and communities collaborate together, student success in schools increases through attendance and academics.

## Annual Measurable Outcomes:

<b>Metric/Indicator</b>	<b>Baseline/Actual Outcome</b>	<b>Expected Outcome</b>
Parent/guardian participation in school events.	Current baseline is unknown.	To document outcome, utilizing volunteer/visitor sign-in sheets for events or other records available
School/ Class Volunteers	Current baseline is unknown.	To document outcome, the volunteer school sign-in sheet will be recorded for the school year.

**Strategy/Activity 1****Students to be served by this Strategy/Activity**

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

All students will be served as strategies are put in place to increase parent and community involvement.

**Strategy/Activity**

To increase parent involvement, offer a variety of ways for parents to volunteer at the school; one-time events, field trips, clubs/activities.

Create a volunteer link on ParentSquare that allows parents/guardians to sign-up for volunteering when it works best for their commitment time and interest.

Communicate to the family community in different formats; ParentSquare, website, monthly calendars

**Proposed Expenditures for this Strategy/Activity**

<b>Amount(s)</b>	<b>Source(s)</b>
Unknown cost for the strategy	

**Strategy/Activity 2****Students to be served by this Strategy/Activity**

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

Increase all students' opportunities to be successful in school and strengthen the partnership with parents.

**Strategy/Activity**

Schedule and plan parent events. This includes opportunities for parents/guardians to get to know each other.

Through the use of a survey, identify topics of interest to parents/guardians in connection with their student. Have professional speakers to present to the parent/guardian audience on the topics.

**Proposed Expenditures for this Strategy/Activity**

<b>Amount(s)</b>	<b>Source(s)</b>
\$500 child care for in person meetings	Title 1
\$2,000 Professional presentations	Supplemental

**Annual Review:**

**SPSA Year Reviewed: 2022-23**

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

**ANALYSIS:**

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

For the 2022-2023 school year, over 61 members from students' families volunteered. They responded to opportunities to chaperon field trips, help in the class, be involved in a school event, and/or help in an area on campus.

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

A major difference in the goal was not having professional presentations for families.

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 the 2023-2024 school year, we are going to be posting a volunteer link that can be used year round for families. This will allow for more opportunities for them to be involved in the school. We will also schedule connection events for families to get to know each other.

**Budget**

**Other Federal, State and Local Funds**

The School Site Council intends for Lemon Grove School to participate in the following programs:

<b>Federal Programs</b>	<b>Allocation (\$)</b>
Title I 2022-23 Carryover	\$2,172.00
Title I 2023-24 Pre-Allocation	\$90,673.00
Title I 2023-24 Allocation	\$11,040.00

Subtotal of additional federal funds included for this school: **\$103,885.00**

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

<b>State or Local Programs</b>	<b>Allocation (\$)</b>
Site-Based Funds 2022-23 Carryover	\$2,063.00
Site-Based Funds 2023-24 Allocation	\$9,765.00
Supplemental Funds 2022-23 Carryover	\$0.00
Supplemental Funds 2023-24 Allocation	\$35,135.00

Subtotal of state or local funds included for this school: **\$46,963.00**

Total of federal, state, and/or local funds for this school: **\$150,848.00**

## **2023-24 Centralized Support for Planned Improvements in Student Performance**

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### **VUSD - Program Support Goals**

The Educational Services Department provides direction, coordination, and assistance to schools in carrying out a District Title I program for disadvantaged students. These include areas of program development, School Plan Review, management, legal compliance, evaluation, fiscal accounting, staff development, and community advisory processes, as well as responsibility for District and state required reports and documents.

#### Multilingual/Multicultural Education

The VUSD Multilingual and Multicultural Education Department supports programs that prepare Multilingual Learners at all grade levels for college and career success. Department staff supports Multilingual Learner identification, parent notification, annual assessment routines, reclassification procedures and compliance monitoring.

Program models offered for Multilingual Learners in VUSD include Structured English Immersion, English Language Mainstream, and Dual Language Programs. The department supports program design, planning and articulation, professional development, curriculum selection, program evaluation, parent involvement, management of fiscal resources, and community awareness.

Migrant Education student services are provided to eligible students and families as part of the Multilingual and Multicultural Department.

The Multilingual and Multicultural Department supports world language instruction and multilingualism in VUSD schools through course development, curriculum selection, and professional development.

VUSD promotes and celebrates multilingualism with the VUSD Multilingual Recognition Seal and the California State Seal of Biliteracy. The Department assists schools in providing this recognition for graduating seniors each year.

District translation support is offered through the Multilingual and Multicultural Department and by staff at many schools.

VUSD collaborates with the Mexican Secretary of Public Education to provide educational opportunities at our Plaza Comunitaria located at Sheridan Way School.

The VUSD Multilingual and Multicultural Education Department also supports programs and curriculum TK-12 that honor the diverse identities and community cultural wealth all our students bring. The goal is for all students in VUSD to feel safe, valued, nurtured and loved.

#### Curriculum & Instruction

The Curriculum & Instruction Department, serving TK-12 students, under the direction of Educational Services, provides leadership and support for VUSD staff by coordinating the development, alignment, and implementation of standards, assessments, curriculum, instruction, staff development, and support services to ensure each student meets or exceeds grade level content standards. The education of the whole child, academically, as well as socially and emotionally, is our goal.

#### Gifted and Talented Education

The Gifted and Talented Education Office provides direction, coordination, and assistance in carrying out the GATE Program. This includes accounting, management, legal compliance, evaluation, placement and identification, the community advisory processes, as well as providing District and state required reports. Assistance to schools is provided by the GATE Coordinator.

Migrant Education

The Migrant Education Program provides for the coordination and implementation of various services in partnership with the Ventura County Office of Education, and the local colleges and universities. Services include identification and recruitment, monthly parent advisory committee meetings, early child development supports, supplemental instruction, summer school, emergency medical services, Spelling, Speech & Debate Tournaments, college tours, academic counseling, credit recovery courses, Family Literacy Programs, Migrant Family Conference, informational events, computer program trainings, accounting, management, legal compliance, evaluation, as well as providing district and state required reports. Services are provided to academically support and ensure that migratory students receive the appropriate opportunities to help reduce with the educational disruption and other problems as a result of repeated moves. Service to the schools are provided by the Migrant Education Coordinator and the Migrant Liaison/Recruiter.

Indian Education

The Indian Education Program is a federally-funded program serving only American Indian or Alaskan Native students in all grade levels who have an Indian Student Eligibility Certification Form 506 completed by their parents and on file in our Indian Education Office. The main focus of the program is to encourage all students of American Indian descent to finish high school and attend college. The Indian Education program was implemented to reduce the high drop-out rate among Native Americans throughout the United States

Elementary grade students (K-5) are engaged in a rigorous, standards-based hands-on Indian Education curriculum and reading development. Students participate in fun activities which explore their Native American history, heritage, and culture. Intervention and tutoring are available based on individual progress in meeting state proficiency standards and basic skills acquisition.

All qualifying 6-12 students have access to counselors who are experienced in working with students of American Indian and Native Alaskan descent in the areas of personal and academic counseling as well as tutoring in all areas of the middle school and high school curricula. Students in grades 6-9 are engaged in cultural presentations, heritage lessons, successful time management and study skills lessons, goal setting for middle school success and high school expectations, thinking about college and post high school educational and career planning, and basic skills support for language, reading and mathematics. Students in grades 9-12 are provided career counseling which includes information about special grants, scholarships, and financial assistance, and are engaged in activities to facilitate a better understanding in such areas as individual tribal history and history of other tribes.

Instruction and support are administered at each qualifying student's school site through a series of monthly sessions which may include 1) small group instruction based upon reading and language development, through interactive discussion, 2) hands-on learning activities, 3) booklets, and 4) computerized lessons. The school's Indian education teacher or 6-12 counselor work with the district's Indian Education Coordinator to develop a specialized curriculum and appropriate support services. Tutoring services are determined by the school administrator and Indian Education Coordinator.



**References**

CAASPP – Grade 3 English Language Arts/Literacy 2022-23

	English Language Arts/Literacy 2022-23						
	Number of Students Enrolled	Number of Students Tested	Number of Students With Scores	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
	Grade 3						
All Students Tested	30	30	30	10.00%	20.00%	40.00%	30.00%
Male	17	17	17	5.88%	23.53%	41.18%	29.41%
Female	13	13	13	15.38%	15.38%	38.46%	30.77%
African American	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian or Alaskan Native							
Asian	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Filipino	*	*	*	*	*	*	*
Hispanic or Latino	18	18	18	11.11%	16.67%	33.33%	38.89%
Hawaiian or Pacific Islander							
White (not Hispanic)	10	10	10	*	*	*	*
Two or More Races	*	*	*	*	*	*	*
Socioeconomically Disadvantaged	20	20	20	5.00%	20.00%	30.00%	45.00%
English Learners	6	6	6	*	*	*	*
Students with Disabilities	8	8	8	*	*	*	*
Migrant Education	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Homeless							

CAASPP – Grade 3 Mathematics 2022-23

	Mathematics 2022-23						
	Number of Students Enrolled	Number of Students Tested	Number of Students With Scores	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
	Grade 3						
All Students Tested	30	30	30	10.00%	26.67%	23.33%	40.00%
Male	17	17	17	17.65%	23.53%	23.53%	35.29%
Female	13	13	13	0.00%	30.77%	23.08%	46.15%
African American	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian or Alaskan Native							
Asian	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Filipino	*	*	*	*	*	*	*
Hispanic or Latino	18	18	18	5.56%	27.78%	16.67%	50.00%
Hawaiian or Pacific Islander							
White (not Hispanic)	10	10	10	*	*	*	*
Two or More Races	*	*	*	*	*	*	*
Socioeconomically Disadvantaged	20	20	20	5.00%	25.00%	15.00%	55.00%
English Learners	6	6	6	*	*	*	*
Students with Disabilities	8	8	8	*	*	*	*
Migrant Education	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Homeless							

CAASPP – Grade 4 English Language Arts/Literacy 2022-23

	English Language Arts/Literacy 2022-23						
	Number of Students Enrolled	Number of Students Tested	Number of Students With Scores	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
	Grade 4						
All Students Tested	31	31	31	25.81%	22.58%	9.68%	41.94%
Male	18	18	18	11.11%	33.33%	11.11%	44.44%
Female	13	13	13	46.15%	7.69%	7.69%	38.46%
African American	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian or Alaskan Native							
Asian	*	*	*	*	*	*	*
Filipino	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	16	16	16	12.50%	18.75%	0.00%	68.75%
Hawaiian or Pacific Islander							
White (not Hispanic)	7	7	7	*	*	*	*
Two or More Races	7	7	7	*	*	*	*
Socioeconomically Disadvantaged	22	22	22	13.64%	18.18%	13.64%	54.55%
English Learners	6	6	6	*	*	*	*
Students with Disabilities	13	13	13	0.00%	7.69%	7.69%	84.62%
Migrant Education	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Homeless							

**CAASPP – Grade 4 Mathematics 2022-23**

	Mathematics 2022-23						
	Number of Students Enrolled	Number of Students Tested	Number of Students With Scores	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
	Grade 4						
All Students Tested	31	31	31	19.35%	29.03%	19.35%	32.26%
Male	18	18	18	22.22%	22.22%	27.78%	27.78%
Female	13	13	13	15.38%	38.46%	7.69%	38.46%
African American	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian or Alaskan Native							
Asian	*	*	*	*	*	*	*
Filipino	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	16	16	16	12.50%	18.75%	18.75%	50.00%
Hawaiian or Pacific Islander							
White (not Hispanic)	7	7	7	*	*	*	*
Two or More Races	7	7	7	*	*	*	*
Socioeconomically Disadvantaged	22	22	22	9.09%	27.27%	22.73%	40.91%
English Learners	6	6	6	*	*	*	*
Students with Disabilities	13	13	13	7.69%	7.69%	15.38%	69.23%
Migrant Education	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Homeless							

CAASPP – Grade 5 English Language Arts/Literacy 2022-23

	English Language Arts/Literacy 2022-23						
	Number of Students Enrolled	Number of Students Tested	Number of Students With Scores	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
	Grade 5						
All Students Tested	38	36	36	8.33%	25.00%	30.56%	36.11%
Male	23	22	22	9.09%	18.18%	40.91%	31.82%
Female	15	14	14	7.14%	35.71%	14.29%	42.86%
African American	*	*	*	*	*	*	*
American Indian or Alaskan Native							
Asian	*	*	*	*	*	*	*
Filipino	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	15	14	14	7.14%	7.14%	35.71%	50.00%
Hawaiian or Pacific Islander							
White (not Hispanic)	19	18	18	11.11%	38.89%	27.78%	22.22%
Two or More Races	*	*	*	*	*	*	*
Socioeconomically Disadvantaged	26	25	25	0.00%	28.00%	24.00%	48.00%
English Learners	6	6	6	*	*	*	*
Students with Disabilities	13	11	11	0.00%	9.09%	9.09%	81.82%
Migrant Education	*	*	*	*	*	*	*
Homeless							

CAASPP – Grade 5 Mathematics 2022-23

	Mathematics 2022-23						
	Number of Students Enrolled	Number of Students Tested	Number of Students With Scores	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
	Grade 5						
All Students Tested	38	36	36	19.44%	11.11%	38.89%	30.56%
Male	23	22	22	18.18%	18.18%	36.36%	27.27%
Female	15	14	14	21.43%	0.00%	42.86%	35.71%
African American	*	*	*	*	*	*	*
American Indian or Alaskan Native							
Asian	*	*	*	*	*	*	*
Filipino	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	15	14	14	7.14%	7.14%	35.71%	50.00%
Hawaiian or Pacific Islander							
White (not Hispanic)	19	18	18	22.22%	16.67%	44.44%	16.67%
Two or More Races	*	*	*	*	*	*	*
Socioeconomically Disadvantaged	26	25	25	16.00%	4.00%	40.00%	40.00%
English Learners	6	6	6	*	*	*	*
Students with Disabilities	13	11	11	0.00%	0.00%	36.36%	63.64%
Migrant Education	*	*	*	*	*	*	*
Homeless							

CAASPP – Grade 6 English Language Arts/Literacy 2022-23

	English Language Arts/Literacy 2022-23						
	Number of Students Enrolled	Number of Students Tested	Number of Students With Scores	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
	Grade 6						
All Students Tested	19	16	16	12.50%	18.75%	56.25%	12.50%
Male	11	10	10	*	*	*	*
Female	8	6	6	*	*	*	*
African American	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian or Alaskan Native							
Asian	*	*	*	*	*	*	*
Filipino	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	8	5	5	*	*	*	*
Native Hawaiian or Pacific Islander							
White (not Hispanic)	7	7	7	*	*	*	*
Two or More Races	*	*	*	*	*	*	*
Socioeconomically Disadvantaged	10	8	8	*	*	*	*
English Learners	*	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*	*
Migrant Education	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Homeless							

CAASPP – Grade 6 Mathematics 2022-23

	Mathematics 2022-23						
	Number of Students Enrolled	Number of Students Tested	Number of Students With Scores	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
	Grade 6						
All Students Tested	19	16	16	0.00%	12.50%	43.75%	43.75%
Male	11	10	10	*	*	*	*
Female	8	6	6	*	*	*	*
African American	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian or Alaskan Native							
Asian	*	*	*	*	*	*	*
Filipino	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	8	5	5	*	*	*	*
Native Hawaiian or Pacific Islander							
White (not Hispanic)	7	7	7	*	*	*	*
Two or More Races	*	*	*	*	*	*	*
Socioeconomically Disadvantaged	10	8	8	*	*	*	*
English Learners	*	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*	*
Migrant Education	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Homeless							



CAASPP – Grade 7 English Language Arts/Literacy 2022-23

	English Language Arts/Literacy 2022-23						
	Number of Students Enrolled	Number of Students Tested	Number of Students With Scores	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
	Grade 7						
All Students Tested	29	27	27	7.41%	44.44%	29.63%	18.52%
Male	12	11	11	0.00%	36.36%	36.36%	27.27%
Female	17	16	16	12.50%	50.00%	25.00%	12.50%
African American	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian or Alaskan Native							
Asian	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	10	9	9	*	*	*	*
Hawaiian or Pacific Islander							
White (not Hispanic)	17	16	16	6.25%	50.00%	31.25%	12.50%
Two or More Races	*	*	*	*	*	*	*
Socioeconomically Disadvantaged	16	15	15	0.00%	33.33%	33.33%	33.33%
English Learners	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	5	4	4	*	*	*	*
Migrant Education	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Homeless							

CAASPP – Grade 7 Mathematics 2022-23

	Mathematics						
	2022-23						
	Number of Students Enrolled	Number of Students Tested	Number of Students With Scores	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
	Grade 7						
All Students Tested	29	27	27	11.11%	40.74%	14.81%	33.33%
Male	12	11	11	9.09%	63.64%	9.09%	18.18%
Female	17	16	16	12.50%	25.00%	18.75%	43.75%
African American	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian or Alaskan Native							
Asian	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	10	9	9	*	*	*	*
Hawaiian or Pacific Islander							
White (not Hispanic)	17	16	16	12.50%	37.50%	25.00%	25.00%
Two or More Races	*	*	*	*	*	*	*
Socioeconomically Disadvantaged	16	15	15	13.33%	33.33%	20.00%	33.33%
English Learners	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	5	4	4	*	*	*	*
Migrant Education	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Homeless							

CAASPP – Grade 8 English Language Arts/Literacy 2022-23

	English Language Arts/Literacy 2022-23						
	Number of Students Enrolled	Number of Students Tested	Number of Students With Scores	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
	Grade 8						
All Students Tested	15	15	15	0.00%	40.00%	0.00%	60.00%
Male	7	7	7	*	*	*	*
Female	8	8	8	*	*	*	*
African American	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian or Alaskan Native							
Asian	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	10	10	10	*	*	*	*
Hawaiian or Pacific Islander							
White (not Hispanic)	5	5	5	*	*	*	*
Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	10	10	10	*	*	*	*
English Learners	5	5	5	*	*	*	*
Students with Disabilities	4	4	4	*	*	*	*
Migrant Education	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Homeless							

CAASPP – Grade 8 Mathematics 2022-23

	Mathematics 2022-23						
	Number of Students Enrolled	Number of Students Tested	Number of Students With Scores	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
	Grade 8						
All Students Tested	15	15	15	6.67%	0.00%	26.67%	66.67%
Male	7	7	7	*	*	*	*
Female	8	8	8	*	*	*	*
African American	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian or Alaskan Native							
Asian	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	10	10	10	*	*	*	*
Hawaiian or Pacific Islander							
White (not Hispanic)	5	5	5	*	*	*	*
Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	10	10	10	*	*	*	*
English Learners	5	5	5	*	*	*	*
Students with Disabilities	4	4	4	*	*	*	*
Migrant Education	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Homeless							

2023-24 Title I Funds Program Budget

**2023-24 BUDGET**

**School Site:**

**Lemon Grove**

**Program:**

**Title I**

2023-24 Pre Allocation	\$	90,673.00
2022-23 Carryover	\$	2,172.00
2023-24 Additional Allocation	\$	11,040.00
<b>Total Available Funding:</b>	<b>\$</b>	<b>103,885.00</b>

Pre-Allocated Expenditures		Budget
1000s - Certificated Salaries		
	Counseling 0.4FTE	\$ 32,867.00
2000s - Classified Salaries		
	Paraed 0.60 FTE	\$ 22,872.00
3000s - Employee Benefits		
	Certificated	\$ 15,338.00
	Classified	\$ 19,596.00
<b>Total</b>		<b>\$ 90,673.00</b>

Additional Expenditures:		Budget
1000s - Certificated Salaries		
	Teachers, Extra hours	\$ 3,000.00
	Teachers, Sub	\$ -
	Other	\$ -
2000s - Classified Salaries		
	Paraed, Extra hours	\$ 1,000.00
	Other	\$ -
3000s - Employee Benefits		
	22.86% for Certificated	\$ 695.00
	36.96% for Classified	\$ 356.00
4000s - Books and Supplies		
	Books Other Than Textbooks	\$ 461.00
	Materials and Supplies	\$ 4,000.00
	Equipment not Capitalized	\$ -
5000s - Services & Other Operating Expenses		
	Conferences/Travel	\$ -
	Rentals and Repairs	\$ -
	Operating Lease	\$ -
	Graphics	\$ -
	Contracted Services	\$ 3,700.00
	Internet Publications/Software	\$ -
6000s - Capital Outlay		
	Capital Equipment >\$5,000 ea.	\$ -
<b>Total</b>		<b>\$ 13,212.00</b>
<b>Budget Balance</b>		<b>\$ -</b>

Principals Signature:	<i>Luis M. Mendez</i>
Date:	10-20-23
School Site Council Approval: (Chair)	<i>Julie C.</i>
Date:	10-20-23
Director, Special Projects Approval:	<i>CEC</i>
Date:	11/22/23

2023-24 Site Based Program Budget

**2023-24 BUDGET**

**School Site:** **Lemon Grove**  
**Program:** **Site Based Fund**

2022-23 Carryover	\$	2,063.00
2023-24 Allocation	\$	9,765.00
<b>Total Available Funding:</b>	<b>\$</b>	<b>11,828.00</b>

Expenditures:		Budget
1000s - Certificated Salaries		
	Teachers, Extra hours	\$ -
	Teachers, Sub	\$ 2,000.00
	Other	\$ -
2000s - Classified Salaries		
	Paraed, Extra hours	\$ -
	Clerical, Extra hours	\$ -
	Other	\$ -
3000s - Employee Benefits		
	23.16% for Certificated	\$ 463.00
	35.63% for Classified	\$ -
4000s - Books and Supplies		
	Books Other Than Textbooks	\$ -
	Materials and Supplies	\$ 9,365.00
	Equipment not Capitalized	\$ -
5000s - Services & Other Operating Expenses		
	Conferences/Travel	\$ -
	Rentals and Repairs	\$ -
	Operating Lease	\$ -
	Graphics	\$ -
	Contracted Services	\$ -
	Internet Publications/Software	\$ -
	Communications	\$ -
6000s - Capital Outlay		
	Capital Equipment >\$5,000 ea.	\$ -
<b>Total</b>		<b>\$ 11,828.00</b>
<b>Budget Balance</b>		
		<b>\$ -</b>

Principals Signature:	<i>Susan M. [Signature]</i>
Date:	10-20-23
School Site Council Approval: (Chair)	<i>Julie C. [Signature]</i>
Date:	10-20-23
Director, Special Projects Approval:	<i>[Signature]</i>
Date:	11/22/23



2023-24 Supplemental Program Budget

**2023-24 BUDGET**

**School Site:**

**Lemon Grove**

**Program:**

**Supplemental**

2022-23 Carryover	\$	-
2023-24 Allocation	\$	35,135.00
<b>Total Available Funding:</b>	<b>\$</b>	<b>35,135.00</b>

<b>Expenditures:</b>		<b>Budget</b>
<b>1000s - Certificated Salaries</b>		
	Teachers, Extra hours	\$ 3,000.00
	Teachers, Sub	\$ -
	Other	\$ -
<b>2000s - Classified Salaries</b>		
	Paraed, Extra hours	\$ 1,500.00
	Clerical - Extra hours	\$ -
	ESSA - Kerrie Cormode	\$ 16,989.00
<b>3000s - Employee Benefits</b>		
	22.86% for Certificated	\$ 686.00
	36.96% for Classified	\$ 6,833.53
<b>4000s - Books and Supplies</b>		
	Books Other Than Textbooks	\$ 1,000.00
	Materials and Supplies	\$ 1,326.47
	Equipment not Capitalized	\$ 1,800.00
<b>5000s - Services &amp; Other Operating Expenses</b>		
	Conferences/Travel	\$ -
	Rentals and Repairs	\$ -
	Operating Lease	\$ -
	Graphics	\$ -
	Contracted Services	\$ 2,000.00
	Internet Publications/Software	\$ -
<b>6000s - Capital Outlay</b>		
	Capital Equipment >\$5,000 ea.	\$ -
<b>Total</b>		<b>\$ 35,135.00</b>
<b>Budget Balance</b>		
		<b>\$ (0.00)</b>

Principals Signature:	<i>Anna Manning</i>
Date:	10-20-23
School Site Council Approval: (Chair)	<i>Julie</i>
Date:	10-20-23
English Learner Advisory Committee Review:	<i>Infant</i>
Date:	10-20-23
Director, Special Projects Approval:	<i>Yes</i>
Date:	11/22/23

**School Parent/Home Compact****Lemon Grove School-Home Compact**

A strong partnership between school and home helps students to be successful at school. The following compact helps build and maintain a positive partnership between you and school staff to share the responsibilities for your child's learning:

As a student I realize that my education is important. I know I am the one responsible for my own success.

Therefore, I agree that I will:

- Believe I can learn and will learn
- Come to class on time, ready to learn
- Read daily and complete my homework on time
- Know and follow the school and class rules
- Respect myself, my school, classmates, staff, and family
- Be responsible for my own behavior
- Ask for help when needed
- Practice positive digital citizenship

As a parent/guardian or family member I understand the importance of a good school experience and understand that my participation in my child's education will help their achievement and attitude. Therefore, I agree that I will:

- Talk to my child regularly about the value of education
- Make sure that my child attends school every day, on time, and with homework completed
- Make sure my child dresses appropriately for school
- Monitor my child's progress in school
- Respect the school, staff, students and families
- See that my child reads daily and review my child's homework
- Review all information that I receive from the school
- Stay involved and informed of my child's school activities, such as Back-to-school night and parent-teacher conferences; and when possible, participate in school, home, community sponsored activities
- Encourage my child to engage in positive digital citizenship.

As a teacher I understand the importance of good school experience to every student and my role as the teacher. Therefore, I agree I will:

- Communicate high expectations for every student
- Model respect as I promote good citizenship and positive behavior for my students
- Teach and involve students in lessons that are interested and challenging through high quality curriculum and learning tools
- Strive to be aware of the individual needs of your child
- Enforce rules equitably and involve students in creating a warm and caring learning environment in the class
- Communicate regularly about their child's progress in school and provide assistance to families on what they can do to support their child's learning
- Participate in professional development opportunities and collaboration to develop lessons and learning activities to support all my students



**VUSD - Parent Involvement Policy**

The Governing Board recognizes that parents/guardians are their children's first and most influential teachers and that sustained parent/guardian involvement in the education of their children contributes greatly to student achievement and a positive school environment. The Superintendent or designee shall work with parents/guardians and family members to jointly develop and agree upon policy and strategies to meaningfully involve parents/guardians and family members in district and school activities at all grade levels; advisory, decision-making, and advocacy roles; and activities to support learning at home.

Parents/guardians shall be notified of their rights to be informed about and to participate in their children's education and of the opportunities available to them to do so.

The district's local control and accountability plan (LCAP) shall include goals and strategies for parent/guardian involvement and family engagement, including district efforts to seek parent/guardian input in district and school site decision making and to promote parent/guardian participation in programs for English learners, foster youth, students eligible for free and reduced-price meals, and students with disabilities. (Education Code 42238.02, 52060)

The Superintendent or designee shall regularly evaluate and report to the Board on the effectiveness of the district's parent/guardian and family engagement efforts, including, but not limited to, input from parents/guardians, family members, and school staff on the adequacy of involvement opportunities and on barriers that may inhibit participation.

**Title I Schools**

The Superintendent or designee shall involve parents/guardians and family members in establishing district expectations and objectives for meaningful parent/guardian and family engagement in schools supported by Title I funding, developing strategies that describe how the district will carry out each activity listed in 20 USC 6318, as contained in the accompanying administrative regulation, and implementing and evaluating such programs, activities, and procedures. As appropriate, the Superintendent or designee shall conduct outreach to all parents/guardians and family members. (Education Code 11503; 20 USC 6318)

When the district's Title I, Part A allocation exceeds the amount specified in 20 USC 6318, the Board shall reserve at least one percent of the funding to implement parent/guardian and family engagement activities and shall distribute at least 90 percent of those reserved funds to eligible schools, with priority given to high-need schools as defined in 20 USC 6631. The Superintendent or designee shall involve parents/guardians and family members of participating students in decisions regarding how the district's Title I funds will be allotted for parent/guardian and family engagement activities. (20 USC 6318)

Expenditures of such funds shall be consistent with the activities specified in this policy and shall include at least one of the following: (20 USC 6318)

Support for schools and nonprofit organizations in providing professional development for district and school staff regarding parent/guardian and family engagement strategies, which may be provided jointly to teachers, principals, other school leaders, specialized instructional support personnel, paraprofessionals, early childhood educators, and parents/guardians and family members

Support for programs that reach parents/guardians and family members at home, in the community, and at school

Dissemination of information on best practices focused on parent/guardian and family engagement, especially best practices for increasing the engagement of economically disadvantaged parents/guardians and family members

Collaboration, or the provision of subgrants to schools to enable collaboration, with community-based or other organizations or employers with a record of success in improving and increasing parent/guardian and family engagement

Any other activities and strategies that the district determines are appropriate and consistent with this policy. If the district also receives funds under federal Title IV, Part E, to coordinate and enhance family engagement programs, the Superintendent or designee shall inform parents/guardians and organizations of the existence of Title IV. (20 USC 6318)

The district's Board policy and administrative regulation containing parent/guardian and family engagement strategies shall be incorporated into the district's LCAP in accordance with 20 USC 6312. (20 USC 6318)

The Superintendent or designee shall ensure that each school receiving Title I funds develops a school-level parent/guardian and family engagement policy in accordance with 20 USC 6318.

District and school-level parent/guardian and family engagement policies and administrative regulations shall be distributed to parents/guardians of students participating in Title I programs and shall be available to the local community. Parents/guardians shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents/guardians can understand. (20 USC 6318)

#### Non-Title I Schools

The Superintendent or designee shall develop and implement strategies applicable to each school that does not receive federal Title I funds to encourage the involvement and support of parents/guardians in the education of their children, including, but not limited to, strategies describing how the district and schools will address the purposes and goals described in Education Code 11502. (Education Code 11504)

VUSD Board Policy 6020, USC Title 20

**Parent Involvement Policy**

**Lemon Grove School  
Parent Involvement Policy**

Lemon Grove School will follow the guidelines developed with parent input as listed below in accordance with the No Child Left Behind Act of 2001. This policy will be distributed to parents of students participating in the Title I program and will be updated periodically.

**Policy Guidelines**

- Convene an annual meeting to explain Title I Program Description, school parent involvement policy, and the rights of parents of program participants
- Involve parents in an organized, ongoing, and timely way to plan, review and improve planning and policy documents, on topics such as:
  - Single plan for student achievement
  - Parent involvement policy
  - Title I program description
  - School-Parent Compact, a written agreement of what schools and parents are each supposed to do to help students achieve
  - Plans for training school staff on how to strengthen ties between home and school
  - Opportunities for regular meetings to formulate suggestions, share experiences with other parents, and participate as appropriate in decisions relating to the education of their children if parents express an interest in doing so
  - Timely responses to suggestions
  - Description and explanation of curriculum to be used
  - The forms of academic assessment used to measure student progress
  - Proficiency levels that students are expected to meet
  - Materials and training on how to improve their child's achievement
  - Develop appropriate roles for community-based organizations and businesses
  - Encourage partnerships with elementary, middle and high schools
  - Offer a flexible schedule of meetings that is convenient to parents
  - Provide other reasonable support for parental involvement at parents' request
  - Attendance Policy

Parent Involvement Calendar

<b>August</b> 17 Welcome Back Breakfast (PTA) 21 Transitional Kindergarten orientation 21 Kindergarten orientation 21 All families -welcome back 21 Middle school 6 <sup>th</sup> -8 <sup>th</sup> grade orientation 22 New students' tour 23 First Day of School	<b>January</b> 08 Return to School 09 PTA Board Meeting 12 Phoenix Friday, Winter Carnival 15 No School- Martin Luther King Jr 19 Spelling Bee 22-26 Kindness Challenge 29 No School –teacher in-service day 29 PTA Skating Plus (PTA)
<b>September</b> 04 Labor Day – No School 06 PTA Board Meeting 08 Spirit Wear Orders Due 12 School Site Council 12 ELAC 14 Back to School Night 18 Skating Plus (PTA) 22 Rainbow Run Kick Off (PTA) 25 No School 26 School Site Council	<b>February</b> 02 PTA Family Glow Dance/Middle School Dance 05-09 Candy Grams (MS ASB) 07 PTA Board Meeting 09 100 Day of School 10 Saturday Attendance 14 Valentine's Day/Friendship Celebration 16 No School 19 No School 23 Phoenix Friday- Awards Assembly
<b>October</b> Anti-bullying month 04 Picture Day 04 PTA Board Meeting 06 Middle School Social 10 School Site Council 10 ELAC 13 Rainbow Run (PTA) 16-20 Candy Grams (MS ASB) 19 Great American Shake Out 20 Phoenix Awards Assembly 23-27 Fall Break 31 Halloween Parade	<b>March</b> 01 Dr. Seuss/ Read the Day Away 01 Movie Night (PTA) 04-08 Career Week -counselor 06 PTA Board Meeting 08 Middle school evening social 09 Saturday Attendance 14-19 Parent Conferences – Early Dismissal 29 Board Holiday- no school
<b>November</b> 01 PTA Board Meeting Wreath/Centerpiece Fundraiser (MS ASB) 07 School Site Council 10 Veterans' Day Observed – No School 15-21 Parent Conferences – Early Dismissal 17 Assembly- Reptile (PTA) 22-24 Thanksgiving Break 27 Lemon Grove Information Night 28 School Site Council	<b>April</b> 01-05 Spring Break 10 PTA Board Meeting 15 Skating Plus (PTA) 18 Bike Rodeo ELAC School Site Council 20 Earth Day- Spring Clean- recycle Lemon Grove wear 20 Saturday Attendance 25 Science Night
<b>December</b> Cheers for Children / Coats 4 kids See's Candy Fundraiser (PTA) -online 01 Holiday Family Movie Night (PTA) 06 PTA Board Meeting 07 Curbside Coffee & Chat w/ Ventura Police Department 09 Saturday Attendance 13 PTA Chipotle Dinner fundraiser 15 Middle school evening social 25 Winter Break starts – No School	<b>May</b> 01 PTA Board Meeting 03 Phoenix Friday, Spring Carnival ELAC School Site Council ALL STAFF- appreciation week 17 Middle School Welcome Event 23 Art Night /Book Fair/picnic 24 Phoenix Friday- Awards Assembly 27 No School- Memorial Day 30 Volunteer Recognition Tea
	<b>June</b> 05 PTA Board Meeting 07 End of year Staff Luncheon (PTA) 11 End of the Year Picnic (TK-4th grades) 12 Promotion Day Kindergarten Celebration 5th grade promotion 8th grade promotion 13 Last Day of School

### Professional Development Plan

Lemon Grove School believes strongly in providing all employees opportunities to develop professional skills and abilities as well as acquire training on current trends aimed at improving student achievement. The goals developed for this year's school plan have identified the areas and groups of teachers that will require additional support and training to ensure students meet state proficiency targets. The School Accountability Report Card, also included in this plan, provides: 1) an overview of the basic structure of staff development practices at the site and district level, and 2) site-based areas of concentration.

During the 2023-24 school year, teachers at Lemon Grove School will participate in the following trainings:

- Anti-Bias & Anti-Racist Responses (ABAR)
- Improving Outcomes for Multilingual Learners w/Disabilities
- Collaboration Across Grade-Levels during the School Day
- Strategies and Techniques to Support all Students in Reading

# 2022-23 School Accountability Report Card

Published January 2024



**LEMON GROVE SCHOOL**  
450 VALMORE AVENUE, VENTURA, CA 93003  
(805) 289-1817

SUSAN MARTINEZ, Ed.D., PRINCIPAL  
GRADES TK-8

## PRINCIPAL'S MESSAGE

Welcome to Lemon Grove School! The purpose of the School Accountability Report Card is to provide our community with information about the school's instructional programs, academic achievement, materials, facilities, and staff. Information about the Ventura Unified School District is also provided.

Parents and community members play a very important role in the school. Whether through volunteering on campus or supporting students at home with their learning, your role is crucial to student success. Understanding the school's educational program, student achievement, and curriculum development can assist both school and community in ongoing program improvement.

We have made a commitment to provide the best educational program possible for our students. The excellent quality of our program is a reflection of our highly committed staff. We are dedicated to ensuring that our school is a welcoming, engaging environment where students are actively involved in learning the Common Core State Standards as well as positive values. Together, we build the stepping stones toward a successful future for the children in our care. Thank you for your support of Lemon Grove School.

### School Mission & Vision

Lemon Grove School is an inclusive school that honors the individual and celebrates the collectiveness of our school team. Our staff is committed to offering an innovative, positive learning approach, giving all students the opportunity to be successful. As our students grow in confidence of their own strengths and individuality, they will rise to challenges.

### District Vision Statement

In the Ventura Unified School District all students will receive an exemplary and balanced education fostering a lifelong passion for learning and engagement. We demand excellence of ourselves because our supportive community has entrusted us with their children.

### District Mission Statement

The Ventura Unified School District will educate all students in safe, healthy, and high performing schools. We will inspire all students to excel academically, honor the unique qualities and diverse backgrounds of all students, build supportive relationships, guide all students to reach their full potential, motivate all students to successfully pursue their chosen life path, and engage all students to become responsible and contributing members of society.

## DISTRICT & SCHOOL DESCRIPTION

### Ventura Unified School District

Ventura Unified School District is the fourth largest district in the county and located on the California coastline, 63 miles northwest of Los Angeles. More than approximately 15,000 students in grades transitional kindergarten through twelve receive a rigorous, standards-based curriculum from dedicated and highly qualified professionals. The district is comprised of 17 elementary schools, 4 middle schools, and 5 high schools.

## Board of Education

DR. JERRY DANNENBERG

CALVIN PETERSON

JAMES FORSYTHE

ALICIA LAVERE

SABRENA RODRIGUEZ

## District Administration

DR. ANTONIO CASTRO  
SUPERINTENDENT

DR. GREG BAYLESS  
ASSISTANT SUPERINTENDENT  
EDUCATIONAL SERVICES

MS. GINA WOLOWICZ  
ASSISTANT SUPERINTENDENT  
HUMAN RESOURCES

AHSAN MIRZA  
ASSISTANT SUPERINTENDENT

## VENTURA UNIFIED SCHOOL DISTRICT

255 WEST STANLEY AVENUE, SUITE 100  
VENTURA, CALIFORNIA 93001  
(805) 641-5000  
[www.venturausd.org](http://www.venturausd.org)





### Lemon Grove School

Lemon Grove School serves students in kindergarten through grade five following a traditional calendar. At the beginning of the 2022-23 school year, 279 students were enrolled, including 23.3% in special education, 11.1% qualifying for English Language Learner support, 0.4% foster youth, 2.2% homeless youth, 0.4% migrant, and 65.2% qualifying for free or reduced price lunch.

Student Enrollment by Student Group and Grade Level 2022-23			
Student Group	% of Total Enrollment	Grade Level	#
Female	45.2%	Kindergarten	47
Male	54.8%	Grade 1	35
Non-Binary	0.0%	Grade 2	37
American Indian or Alaskan Native	0.7%	Grade 3	30
Asian	1.8%	Grade 4	30
Black or African American	1.4%	Grade 5	39
Filipino	0.4%	Grade 6	16
Hispanic or Latino	49.5%	Grade 7	32
Native Hawaiian or Pacific Islander	0.0%	Grade 8	13
Two or More Races	6.5%		
White	39.8%		
English Learners	11.1%		
Foster Youth	0.4%		
Homeless	2.2%		
Migrant	0.4%		
Socioeconomically Disadvantaged	65.2%		
Students with Disabilities	23.3%	Total Enrollment	279

Lemon Grove School is a K-8 educational program designed to meet the needs of each student in a supportive environment. Our teachers and staff are dedicated to offer a welcoming school to all students. We teach the Common Core State Standards in ways that empower, excite and inspire students to reach their fullest potential.

## LOCAL CONTROL

### ACCOUNTABILITY PLAN (LCAP)

As part of the Local Control Funding Formula, school districts are required to develop, adopt, and annually update a three-year Local Control and Accountability Plan (LCAP).

The SARC provides the following information relevant to the State priority: Basic (Priority 1)

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- School facilities are maintained in good repair

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4)

- Statewide assessments (i.e., California Assessment of Student Performance and Progress (CAASPP) System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments (CAAs) for English language arts/literacy (ELA) and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternative achievement standards, which are linked with the Common Core State Standards (CCSS) for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical sequences or programs of student.

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8)

- Pupil outcomes in the subject area of physical education

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3)

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5)

- High school dropout rates; and
- High school graduation rates

The SARC provides the following information relevant to the State priority: School Climate (Priority 6)

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

## PARENT INVOLVEMENT

Parents stay informed on upcoming events and school activities through weekly messages from the teacher and school, parent meetings, school website, and the marquee. Contact the school office at (805) 289-1817 for more information on how to become involved in your child's learning environment.

Opportunities to Volunteer

- Classroom Helper
- Library Helper
- Field Trip Chaperone
- PTA School Events

Opportunities for learning more about your children & their school:

- Back to School Night
- School Site Council Meetings
- English Learner Advisory Council Meetings
- Parent Teacher Association Meetings
- Special Education Monthly Parent Meetings
- Superintendent's Parent Advisory Council Meetings

### California Physical Fitness Test Results

2022-23

	% of Students Tested				
	Aerobic Capacity	Abdominal Strength and Endurance	Trunk Extensor and Strength and Flexibility	Upper Body Strength and Endurance	Flexibility
Grade Level					
Fifth	100.0%	100.0%	100.0%	100.0%	100.0%
Seventh	100.0%	100.0%	100.0%	100.0%	100.0%

Note: The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas.

Double dashes (--) appear in the table when the number of students is ten or fewer, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

### California Assessment of Student Performance and Progress Test Results in Science

All Students

Percentage of Students Meeting or Exceeding the State Standards

	Lemon Grove		VUSD		CA	
	21-22	22-23	21-22	22-23	21-22	22-23
Science (Grades 5, 8, & 10)	21.15	25.49	32.31	32.57	29.47	30.29

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

Double dashes (--) appear in the table when the number of students is ten or fewer, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who receive scores.

## STUDENT ACHIEVEMENT

### California Assessment of Student Performance and Progress (CAASPP)

The California Assessment of Student Performance and Progress (CAASPP) System includes the Smarter Balanced Summative Assessments (SBAC) for students in the general education population, and the California Alternate Assessments (CAAs) for students with the most significant cognitive disabilities. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternative achievement standards, which are linked with the Common Core State Standards (CCSS). CAASPP results are a measure of how well students are mastering California's standards in English language arts/literacy (ELA) and mathematics, and are given to grades three through eight and grade eleven. SBAC tests assess student performance in ELA/Literacy and mathematics utilizing computer-adaptive tests and performance tasks, and CAAs test items are aligned with alternative achievement standards which are linked with the Common Core State Standards (CCSS).

The CAASPP results shown in this report include overall results comparing the school, district and state scores as well as the school's overall score in each applicable subgroup. Results are shown only for subgroups with ten students or more taking the exam. For those categories that are blank in the tables, no students met subgroup criteria. More information on CAASPP can be found on the California Department of Education's website [www.cde.ca.gov/ta/tg/ca/](http://www.cde.ca.gov/ta/tg/ca/).

### Physical Fitness

In the spring of each year, Lemon Grove School is required by the state to administer a physical fitness test to all students in fifth and seventh grades. The physical fitness test (PFT) for students in California schools is the FITNESSGRAM®. The main goal of the test is to help students in starting life-long habits of regular physical activity.

The FITNESSGRAM® has six parts, though California currently requires five parts be completed annually, that show a level of fitness that offer a degree of defense against diseases that come from inactivity. The test results can be used by students, teachers, and parents. Comparative District and State results can be found at the CDE's website [www.cde.ca.gov/ta/tg/pf/](http://www.cde.ca.gov/ta/tg/pf/).

#### CAASPP Test Results in Science by Student Group (Grades 5, 8, & High School)

	2022-23				
	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students Tested	53	51	96.23	3.77	25.49
Female	23	22	95.65	4.35	18.18
Male	30	29	96.67	3.33	31.03
American Indian or Alaskan Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	25	24	96	4	12.5
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	24	23	95.83	4.17	39.13
White	11	11	100	0	0
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	29	28	96.55	3.45	10.71
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	19	17	89.47	10.53	11.76

Note: Double dashes (--) appear in the table when the number of students is ten or fewer, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

#### California Assessment of Student Performance and Progress Test Results in English Language Arts/Literacy (ELA) and Mathematics in Grade Eleven

Percentage of Students Meeting or Exceeding the State Standards						
	Lemon Grove		VUSD		CA	
	21-22	22-23	21-22	22-23	21-22	22-23
English-Language Arts/Literacy	29	39	47	47	47	46
Mathematics	28	35	35	36	33	34

Note: Double dashes (--) appear in the table when the number of students is ten or fewer, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

ELA and mathematics test results include the Smarter Balanced Summative Assessments and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAA divided by the total number of students who participated in both assessments.

#### CAASPP Test Results in ELA & Mathematics by Student Group (Grades 3-8 & High School)

	2022-23									
	English Language Arts/Literacy					Mathematics				
	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students Tested	162	155	95.68	4.32	39.35	162	155	95.68	4.32	34.84
Female	74	70	94.59	5.41	51.43	74	70	94.59	5.41	31.43
Male	88	85	96.59	3.41	29.41	88	85	96.59	3.41	37.65
American Indian or Alaskan Native	--	--	--	--	--	--	--	--	--	--
Asian	--	--	--	--	--	--	--	--	--	--
Black or African American	--	--	--	--	--	--	--	--	--	--
Filipino	--	--	--	--	--	--	--	--	--	--
Hispanic or Latino	77	72	93.51	6.49	29.17	77	72	93.51	6.49	23.61
Native Hawaiian or Pacific Islander	--	--	--	--	--	--	--	--	--	--
Two or More Races	13	13	100	0	38.46	13	13	100	0	61.54
White	65	63	96.92	3.08	49.21	65	63	96.92	3.08	39.68
English Learners	25	24	96	4	8.33	25	24	96	4	0
Foster Youth	--	--	--	--	--	--	--	--	--	--
Homeless	--	--	--	--	--	--	--	--	--	--
Military	--	--	--	--	--	--	--	--	--	--
Socioeconomically Disadvantaged	82	78	95.12	4.88	28.21	82	78	95.12	4.88	24.36
Students Receiving Migrant Education Services	--	--	--	--	--	--	--	--	--	--
Students with Disabilities	48	45	93.75	6.25	15.56	48	45	93.75	6.25	11.11

ELA and mathematics test results include the Smarter Balanced Summative Assessments and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAA divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or fewer, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.



## SCHOOL FACILITIES & MAINTENANCE

The district takes great efforts to ensure that all schools are clean, safe, and functional through proper facilities maintenance and campus supervision. Lemon Grove School's original facilities were built in 1956; ongoing maintenance and campus improvements ensure facilities remain up to date and provide adequate space for students and staff. District maintenance and site custodial staff ensure that the repairs necessary to keep the school in good condition are completed in a timely manner. A work order process is used by school and district staff to communicate non-routine maintenance requests. Emergency repairs are given the highest priority. During the 2022-23 school year, there is the creation of an innovation room with sliding glass doors to create an indoor/outdoor room planned.

Every morning before school begins, the custodian inspects facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. One day custodian and two evening custodians (one full-time and one part-time) are assigned to Lemon Grove School. The day custodian is responsible for cafeteria setup/cleanup, general cleaning and custodial functions, and restrooms.

Restrooms are checked regularly for cleanliness and cleaned as needed. The evening custodians are responsible for classrooms, office areas, restrooms, and routine maintenance projects.

The principal communicates with custodial staff daily concerning maintenance and school safety issues.

Campus Description	
Year Built	1956
Acreage	6.6
Bldg. Square Footage	37249
	Quantity
# of Permanent Classrooms	19
# of Portable Classrooms	3
# of Restrooms (student use)	6 sets
Cafeteria/Multipurpose Room	1
Library	1
Staff Lounge	1
Teacher Work Room	1
Computer Lab	1
Laptop Lab	1

### Campus Supervision

School administration and teaching staff place a high priority on providing adequate adult supervision on campus before, during, and after school. As students arrive on campus each morning, campus support assistants are strategically assigned to designated entrance areas and monitor students on their way to class. During recess campus support assistants monitor playground activity. Campus support assistants monitor lunch time activity in the cafeteria and on the playground. At the end of the day when students are dismissed, campus support assistants monitor student behavior to ensure a safe and orderly departure.

Lemon Grove School is a closed campus. During school hours, all visitors must sign in at the school's office and wear identification badges while on school grounds.

### School Site Safety Plan

The Comprehensive School Site Safety Plan was developed for Lemon Grove School in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, dress code policy, and bully prevention policy. The school's most recent school safety plan was reviewed, and updated in November 2023, and shared with school staff by December 2023.

Campus culture promotes a secure learning environment. All persons are to be treated with dignity and respect. The district, schools, students, parents/guardians and community have an obligation to promote mutual respect and safe, harmonious relations that support dignity and equality. Bullying and harassment are not tolerated. The school district has in place policies, procedures, and practices that are designed to reduce and eliminate bullying and harassment as well as processes and procedures to address incidents of bullying and harassment when they occur. Students and their parents receive information annually regarding district policies concerning anti-bullying and harassment.

### Facilities Inspections

The district's maintenance department inspects Lemon Grove School on an annual basis in accordance with Education Code §17592.72(c) (1). Lemon Grove School uses a school site inspection survey to identify unsafe or hazardous conditions and facility improvement needs. The most recent school inspection took place on August 22, 2023. During fiscal year 2023-24, all restrooms were fully functional and available for student use at the time of the inspection.

## CLASSROOM ENVIRONMENT

### Discipline & Climate for Learning

Lemon Grove School's promotes positive behavior expectations. Teachers clearly identify and explain behavior expectations to their students and discuss consequences for poor or disruptive behavior in the classroom. The principal leads a school rules assembly at the beginning of each school year and halfway through the school year. Behavior expectations are reinforced with students throughout the year. Lemon Grove School employs a progressive approach in managing students who make poor choices in behavior, do not follow school rules, or are disruptive in the classroom.

School Facility Good Repair Status			
Item Inspected	Repair Status		
Inspection Date: August 22, 2023	Good	Fair	Poor
Systems	✓		
Interior Surfaces		✓	K-2 - Excessive peeling paint at the north wall; Classroom 3 - Excessive peeling paint at the wall by the sink; A Wing Girls RR - Excessive peeling paint at the east wall; Classroom 8 - Sink cabinet doors are falling off the hinges; Classroom 9 - Sink cabinet doors are falling off the hinges; Classroom 11 - Ceiling tiles falling by the sink; Classroom 12 - Cabinet doors are peeling at the bottom, electrical outlet cover plate is broken on the south wall, excessive peeling paint at the south wall under the wire mold; Classroom 21 - Water damaged ceiling tiles at the modular line, water damage at the sink countertop; Classroom 22 - Sink cabinet laminate is peeling, wall surface is peeling on the east wall; Classroom 21/22 Exterior - Excessive peeling paint at the north eaves of rooms 21 and 22
Cleanliness	✓		
Electrical	✓		K-3 - Wire mold electrical outlet on the east wall is falling off the wall and the cover plate is broken; Room A - Wire mold in the northwest corner is coming off the wall; Classroom 1 - Cove base is missing along the south wall, broken electrical outlet cover plate at the east wall; Room B - Clock is not functioning in the room; Classroom 9 - Wire mold end cap is missing at the northwest corner of the room; Classroom 11 - Wire mold end cap is missing at the south wall of the room
Restrooms/Fountains	✓		A Wing Boys RR - Left sink faucet does not function
Safety	✓		Classroom 4 - Fire extinguisher is missing from the room
Structural	✓		Classroom 22 - Water damaged ceiling tiles and active roof leak at the north wall
External	✓		Kindergarten Play Area - Holes in the fall surface in multiple locations
Overall Summary of School Facility Good Repair Status			
	Exemplary	Good	Fair
Overall Summary		✓	

Percentage Description Rating:

Good: The school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated.

Chronic Absenteeism by Student Group (2022-23)				
Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	309	301	109	36.2
Female	143	138	53	38.4
Male	166	163	56	34.4
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	150	146	58	39.7
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	19	19	4	21.1
White	122	120	43	35.8
English Learners	38	36	17	47.2
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	203	198	77	38.9
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	83	80	36	45

Note: Double dashes (--) appear in the table when the number of students is ten or fewer, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Suspensions and Expulsions									
	Lemon Grove			VUSD			CA		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Suspensions	0.00%	0.35%	3.24%	0.17%	2.74%	3.22%	0.20%	3.17%	3.60%
Expulsions	0.00%	0.00%	0.00%	0.01%	0.00%	0.01%	0.00%	0.07%	0.08%

Note: Double dashes (--) appear in the table when the number of students is ten or fewer, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Suspensions & Expulsions by Student Group (2022-23)		
Student Group	Suspensions Rate	Expulsions Rate
All Students	3.24%	0.00%
Female	2.10%	0.00%
Male	4.22.00%	0.00%
Non-Binary	0.00%	0.00%
American Indian or Alaska Native	0.00%	0.00%
Asian	0.00%	0.00%
Black or African American	0.00%	0.00%
Filipino	0.00%	0.00%
Hispanic or Latino	5.33%	0.00%
Native Hawaiian or Pacific Islander	0.00%	0.00%
Two or More Races	10.53%	0.00%
White	0.00%	0.00%
English Learners	5.26%	0.00%
Foster Youth	0.00%	0.00%
Homeless	0.00%	0.00%
Socioeconomically Disadvantaged	3.94%	0.00%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	3.61%	0.00%

Note: Double dashes (--) appear in the table when the number of students is ten or fewer, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

## Chronic Absenteeism

The following chart identifies the chronic absenteeism rates by student group for Lemon Grove School for the 2022-23 school year. A "chronic absentee" has been defined in EC Section 60901(c)(1) as "a pupil who is absent on 10 percent or more of the school days in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays."

## Class Size

The Class Size Distribution table in this report illustrates the distribution of class sizes by grade level, the average class size, and the number of classes that contain 1-20 students, 21-32 students, and 33 or more students.

Average Class Size and Class Size Distribution				
Grade Level	2020-21			
	Average Class Size	Number of Classes*		
		1-20	21-32	33+
K	21.0	1	1	
1	23.0		1	
2	24.0		1	
3	52.0			1
4	14.0	2		
5	31.0	1		1
Grade Level	2021-22			
	Average Class Size	Number of Classes*		
		1-20	21-32	33+
K	28.0		1	
1	26.0		1	
2	24.0		1	
3	23.0		1	
4	30.0		1	
5	50.0	1		1
Grade Level	2022-23			
	Average Class Size	Number of Classes*		
		1-20	21-32	33+
K	22.0	1	1	
1	19.0	1		
2	20.0	1		
3	25.0		1	
4	24.0		1	
5	64.0			1

\*Number of classes indicates how many classes fall into each size category (a range of total students per class).

\*\* "Other" category is for multi-grade level classes. The "K" number of students shown in the chart above includes both TK and kindergarten numbers.

## CURRICULUM & INSTRUCTION

### Staff Development

All professional development activities at Ventura Unified School District are aligned to the California State Standards. Staff development concentrations are selected and identified based on State Standards implementation, the new science standards, teacher surveys, and district initiatives. Findings from formative assessment results indicate that reading, writing, and mathematics are the primary focus areas.

During the 2021-22, 2022-23, and 2023-24 school years, the teachers at Lemon Grove School had the opportunity to participate in districtwide staff development training focused on:

#### 2021-22 Trainings:

- Bridges Math Intervention
- Benchmark & Math Expressions
- Implicit Bias
- Number Corner Refresher (Kinder)
- NGSS Curriculum Training
- Canvas

#### 2022-23 Trainings:

- Active Assailant
- Behavior Management Strategies
- Bully Prevention
- CHAMPS Overview
- Digital Creations for the Classroom - Using Google Apps and Extensions to Enhance Student Engagement
- Digital Platforms (Let's Take a Tech Trip)



- Ellevation Training
- ELPAC Strategies
- Ethnic and Social Justice Studies
- Expanded Learning Training
- Indian Ed Curriculum Training
- Inspire Science
- Leader in Me Training
- Lexia English
- Mandated Reporter
- Multi-Disciplinary Training for Supporting Multilingual Learners with Disabilities
- Scholastic Curriculum Training (TK)
- SIRAS and Case Management
- Social and Emotional Learning: Community Circles
- Social Studies Training
- SPARK Training
- Trauma Informed Practices
- Suicide Prevention

2023-24 Trainings:

- K-5 Grade Level Collaboratives
- Trauma Informed Practices
- California Reading & Literature Project: RESULTS Training (K-3)
- Dual Language Education
- MAP Reports
- ELPAC Task Types
- Multilingual learner Liaisons Collaboration
- English Language Development (K-5)

Supplemental site-based training takes place during faculty, grade level, and department meetings. The principal identifies teacher training needs based upon parent survey results, teacher input, teacher evaluations, and the Healthy Kids Survey. During the 2022-23 school year, Lemon Grove School's staff development activities concentrated on:

- Consistency in Implementing Schoolwide Expectations
- ELlevation
- MAP/Illuminate Assessment
- School & Family Community Connection - Strengthening Home & School Connection with the Community
- Social Emotional Learning Communities of Practice

The district also offers supplemental professional development to follow up and support year-round and ongoing programs centered around reading, writing, and math and tied to either specific strategies to improve student learning or district-adopted curriculum materials. Supplemental professional development is offered throughout the school year on early student release days, after school, on designated staff development days, and during substitute release time. Teacher Content Specialist Teams work with school site administrators and teaching staff to provide support and training to ensure the successful implementation of the Common Core Standards.

The Ventura County Teacher Induction Consortium is a two-year, individualized, job-embedded system of mentoring, support and professional learning that begins in the teacher's first year of teaching for newly credentialed teachers in California. The program is accredited by the Commission on Teacher Credentialing (CTC) and is administered by the Ventura County Office of Education (VCOE), Educator Support and Effectiveness (ESE) department, in coordination with a consortium of 18 school districts, local charter schools, private schools, and 5 university partners.

Textbooks			
Year Adopted	From Most Recent State Adoption?	Publisher and Series	Percent of Pupils Who Lack Their Own Assigned Textbooks and/or Instructional Materials
<b>Reading/Language Arts</b>			
2016	Yes	Benchmark Education Company: <i>Benchmark Advanced</i>	0%
2018	Yes	Houghton Mifflin/Scholastic: <i>Big Day</i>	0%
2017	Yes	Houghton Mifflin Harcourt: <i>The Real Book</i>	0%
2017	Yes	McGraw Hill Education: <i>StudySync</i>	0%
2019	Yes	Houghton Mifflin: <i>Read 180</i>	0%
<b>Math</b>			
2017	Yes	Houghton Mifflin: <i>Math Expressions</i>	0%
2018	Yes	Houghton Mifflin/Scholastic: <i>Big Day</i>	0%
2016	Yes	McGraw Hill Education: <i>California Math, Course 1, 2 &amp; 3 - Volumes 1 &amp; 2</i>	0%
2016	Yes	CPM: Core Connections, Course 1, 2 & 3	0%
<b>Science</b>			
2021	Yes	McGraw Hill: California Inspire Science	0%
2018	Yes	Houghton Mifflin/Scholastic: <i>Big Day</i>	0%
2020	Yes	McGraw Hill: California Inspire Science (Grades 6-8)	0%
<b>Social Science</b>			
2022	Yes	Savvas: <i>myWorld Interactive</i>	0%
2022	Yes	TCI: History Alive! The Ancient World	0%
2022	Yes	TCI: History Alive! The Medieval World and Beyond	0%
2022	Yes	TCI: History Alive! The United States through Industrialism	0%
2018	Yes	Houghton Mifflin/Scholastic: <i>Big Day</i>	0%

Staff members are encouraged to attend professional workshops and conferences. New teachers, experienced teachers, mentor/teacher leaders, administrators, and support staff are encouraged to participate in workshops sponsored by the Ventura County Superintendent of Schools as well as the Ventura Unified School District. Profession and subject specific offerings are consistent with the California Content Standards. Classified support staff may receive job-related training from district representatives; training activities and workshops are designed to enhance and extend job performance.

### Instructional Materials

All textbooks used in the core curriculum are aligned to the California State Standards. Instructional materials for K-8 are selected from the state's most recent list of standards-based materials and adopted by the State Board of Education, and instructional materials for 9-12 are aligned to state standards and approved by the district's board of education.

On October 10, 2023, the Ventura Unified School District Board of Education held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Education adopted Resolution #23-33 which certifies as required by Education Code §60119 (1) that textbooks and instructional materials were provided to all students, including English Learners, in the district to the extent that each pupil, including English Learners, has a standards-aligned textbook and/or instructional materials to use in class and to take home, which may include materials in a digital format but shall not include photocopied sheets from only a portion of a textbook or instructional materials copied to address a shortage, (2) that all students who are enrolled in the same course within the district have standards-aligned textbooks or instructional materials from the same adoption cycle, (3) sufficient textbooks and instructional materials were provided to each student, including English Learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in math, science, history-social science, and English/Language Arts, including the English Language Development component of an adopted program, 4) sufficient textbooks or instructional materials were provided to each pupil enrolled in foreign language or health classes, and 5) sufficient laboratory science equipment was available for science laboratory classes offered in grades 9-12, inclusive.

Teachers Without Credentials and Misassignments (Considered "Ineffective" under ESSA) / Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0	0
Misassignments	0	0.3
Vacant Positions	0	1
<b>Total Teachers Without Credentials and Misassignments</b>	<b>0</b>	<b>1.3</b>

Credentialed Teachers Assigned Out-of-Field (Considered "out-of-field" under ESSA) / Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0	0
Local Assignment Options	0	0
<b>Total Out-of-Field Teachers</b>	<b>0</b>	<b>0</b>

Class Assignments / Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	7.1
No credential, permit or authorization to teacher (a percentage of all the classes taught by teachers with no record of an authorization to teach)	6.6	0

Note: For more information, refer to the Updated Teacher Equity Definitions web page at

School Year 2020-21						
Teacher Preparation and Placement / Authorization/Assignment	School #	School %	District #	District %	State #	State %
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	9.1	82.13	526.1	80.91	228366.1	83.12
Intern Credential Holders Properly Assigned	0	0	9	1.4	4205.9	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0	0	20.1	3.09	11216.7	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0	65.1	10.03	12115.8	4.41
Unknown	2	17.87	29.7	4.57	18854.3	6.86
<b>Total Teaching Positions</b>	<b>11.1</b>	<b>100</b>	<b>650.2</b>	<b>100</b>	<b>274759.1</b>	<b>100</b>

School Year 2021-22						
Teacher Preparation and Placement / Authorization/Assignment	School #	School %	District #	District %	State #	State %
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	8.3	63.61	515.8	78.78	234405.2	84
Intern Credential Holders Properly Assigned	0	0	6.2	0.96	4853	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.3	10.39	23.3	3.56	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0	66	10.09	11953.1	4.28
Unknown	3.4	25.93	43.2	6.6	15831.9	5.67
<b>Total Teaching Positions</b>	<b>13.1</b>	<b>100</b>	<b>654.7</b>	<b>100</b>	<b>279044.8</b>	<b>100</b>

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

In addition to core subject areas, districts are required to disclose in their SARCs the sufficiency of instructional materials used for their visual/performing arts curricula. During the 2023-24 school year, Ventura Unified School District provided each student, including English Learners, enrolled in a visual/performing arts class with a textbook or instructional materials to use in class and to take home. These materials complied with the state's content standards and curriculum frameworks.

## PROFESSIONAL STAFF

### Counseling & Support Staff

Lemon Grove School provides professional, highly qualified staff that provide additional services and support centered on the whole student academically, physically, and mentally. The Counseling and Support Services table in this report illustrates the availability of non-instructional support staff to Lemon Grove School's students. Full-time equivalent (FTE) is a standard measurement used to identify an employee's regular work load on a weekly basis. For example, an FTE of 1.0 designates a full-time position and the employee is on campus and available all day every day of the week; an FTE of 0.5 indicates that the staff member is available and on campus a portion (50%) of the week.

Academic Counselors and Other Support Staff 2022-23		
	No. of Staff	FTE*
Academic Counselor	0	0.0
Psychologist	1	1.0
School Nurse	As needed	
Speech Therapists	2	1.2
Health Technician	1	1.0
School Counselor	1	1.0

\*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50% of full time.

Homestead (Alternative) has access to counselors and health professionals as needed.

### Teacher Assignment

The charts in this report identify the number of teachers at Lemon Grove School, Ventura Unified School District and the State who are 1) fully credentialed; 2) intern credential holders who are properly assigned; 3) teachers without credentials and misassignments; and 4) credentialed teachers who are assigned out-of-field under ESSA.

The charts also report Lemon Grove School information related to 1) the number of teachers on permits and waivers; 2) the number misassigned; 3) the number of vacant positions; 4) the number of credentialed teachers authorized on a permit or waiver; 5) the number of local assignment options; 6) the percent of misassignments for English Learners; and 7) the percent with no credential, permit or authorization to teach.



## DISTRICT EXPENDITURES

### Salary & Budget Comparison

State law requires comparative salary and budget information to be reported to the general public. For comparison purposes, the State Department of Education has provided average salary data from school districts having similar average daily attendance throughout the state. (Note: 2021-22 salary comparison data was the most recent data available at the time this report was published.)

### Expenditures Per Student

For the 2021-22 school year, Ventura Unified School District spent an average of \$15,181 of total general funds to educate each student (based on 2021-22 audited financial statements and in accordance with calculations defined in Education Code §41372). The table in this report 1) compares the school's per pupil expenditures from unrestricted (basic) and restricted (supplemental) sources with other schools in the district and throughout the state, and 2) compares the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding expenditures and salaries can be found at the CDE web site at [www.cde.ca.gov/ds/fd/ec/](http://www.cde.ca.gov/ds/fd/ec/) and [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/). (The figures shown in the following table reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

Teacher and Administrative Salaries 2021-22		
	VUSD	State Average of Districts in Same Category
Beginning Teacher Salary	49,458	55,550
Mid-Range Teacher Salary	71,219	84,645
Highest Teacher Salary	98,645	111,284
Average Principal Salaries:		
Elementary School	121,009	139,860
Middle School	128,391	146,440
High School	133,882	158,447
Superintendent Salary	235,497	278,268
Percentage of Budget For:		
Teacher Salaries	28.16	32.21
Administrative Salaries	5.15	4.89

For detailed information on salaries, see the CDE Certified Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Expenditures Per Pupil and School Site Teachers Salaries 2021-22					
Dollars Spent Per Student					
Expenditures Per Pupil	Lemon Grove	VUSD	% Difference - School and District	State Average for Districts of Same Size and Type	% Difference - School and State
Total Restricted and Unrestricted	10,908	N/A	N/A	N/A	N/A
Restricted (Supplemental)	4,012	N/A	N/A	N/A	N/A
Unrestricted (Basic)	6,896	6,550	105.3%	7,607	90.7%
Average Teacher Salary	69,152	79,491	N/A	90,632	N/A

Note: Cells with N/A values do not require data.

In addition to general fund state funding, Ventura Unified School District receives state and federal categorical funding for special programs. For the 2021-22 school year, the district received categorical, special education, and support programs funds for:

- A-G Completion Grant
- After School Education and Safety (ASES)
- After School Kids Code Grant Pilot Program
- American Rescue Plan – Homeless Children and Youth
- Child Nutrition: Food Service Staff Training Funds
- Child Nutrition: Kitchen Infrastructure Upgrade Funds
- Classified School Employee Summer Assistance Program
- Career and Technical Education Programs
- Career Technical Education Incentive Grant Program
- COVID Relief Funding
- Department of Rehabilitation
- Educator Effectiveness
- Education Protection Account
- Expanded Learning Opportunities Program
- Indian Education
- Lottery: Instructional Materials
- On-Behalf Pension Contributions
- Other Federal Funds
- Other Local: Locally Defined
- Other State: Locally Defined
- Special Education
- State COVID Relief Funding
- State Lottery
- Strong Workforce Program
- Supplementary Programs
- Title I, II, III, IV
- Tobacco Use Prevention Education

## SARC DATA

### DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about Lemon Grove School and comparisons of the school to the district and the county. DataQuest is a dynamic system that provides reports for school accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing and data regarding English learners).

### California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

### Internet

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation and the ability to print documents.

### Disclosure

The statistical information disclosed in this report is obtained from the California Department of Education and the Ventura Unified School District. At the time of publication, this report met all SARC-related state and federal requirements, using the most current data available. Data to prepare the instructional materials sections and the school facilities section was acquired in December 2023.

**School Site Council Bylaws**

***School Site Council  
Bylaws  
Lemon Grove School – Approved 9/23/2021***

***Article 1  
Duties of the School Site Council***

*The School Site Council of Lemon Grove School, hereinafter referred to as SSC, shall carry out the following duties:*

- *Obtain recommendations for, and review the proposed Single School Plan for Student Achievement from all school advisory committee.*
- *Develop and approve the plan and related expenditures in accordance with all state and federal laws and regulations.*
- *Recommend the plan and expenditures to the governing board for approval.*
- *Provide ongoing review of the implementation of the plan with the principal, teachers and other school staff members.*
- *Make notifications to the plan whenever the need arises.*
- *Submit the modified plan for governing board approval whenever a material change (as defined in district governing board policy) is made in planned activities or related expenditures.*
- *Annually evaluate the progress made toward school goals to raise the academic achievement of all students.*
- *Carry out all other duties assigned to the council by the district governing board and by state law.*

***Article 2  
Members***

***Section A: Composition***

*The council shall be composed of 10 members, selected by their peers, as follows:*

- *3 classroom teachers*
- *1 other school staff member*
- *5 parents or community members*
- *The school principal shall be an ex officio member of the council*

*Council members chose to represent parents may be employees of the school district as long as they are not employed by this school.*

***Section B: Term of Office***

*SSC members shall be elected for 2 year terms. At the first regular meeting of the SSC, each member's current term of office shall be recorded in the minutes of the meeting.*

***Section C: Voting Rights***

*Each member is entitled to one vote and may cast that vote on any matter submitted to a vote of the SSC. Absentee ballots shall not be permitted. Email votes will be allowed when necessary.*

***Section D: Termination of Membership***

*The SSC may, by an affirmative vote of two-thirds of all its members, suspend or expel a member. Any elected member may terminate his/her membership by submitting a written letter of resignation to the council chairperson.*

***Section E: Transfer of Membership***

*Membership on the council may not be assigned or transferred.*

***Section F: Vacancy***

*Any vacancy on the SSC occurring during the term of a duly elected member shall be filled by appointment of the council for the period of time until the next regular election.*

***Article 3  
Officers***

***Section A: Officers***

*The officers of the council shall be a chairperson, vice-chairperson, secretary, and other officers the SSC may deem desirable.*

*The chairperson shall:*

- *Preside at all meetings of the council*
- *Sign all letters, reports, and other communications of the council*
- *Perform all duties incident to the office of the chairperson*
- *Have other such duties as are prescribed by the SSC*

*The vice-chairperson shall:*

- *Represent the chairperson in assigned duties*
- *Substitute for the chairperson in his/her absence*

*The secretary shall:*

- *Keep minutes of all regular and special meetings of the SSC*
- *Transmit true and correct copies of the minutes of such meetings to members of the council and to appropriate downtown personnel*
- *Provide all notices in accordance with these bylaws*
- *Be custodian of the records of the SSC*
- *Keep a register of the names, addresses and telephone numbers of each member of the council, the chairpersons of school advisory committees, and others with whom the council has regular dealings, as furnished by those persons*
- *Perform other such duties as are assigned by the chairperson or the council*

***Section B: Election and Terms of Office***

*The officers shall be elected annually, at the 1<sup>st</sup> meeting of the council, and shall serve for one year, or until each successor has been elected.*

***Section C: Removal of Officers***

*Any officer may be removed from their office by a two-thirds vote of all the members.*

***Section D: Vacancy***

*A vacancy in any office shall be filled at the earliest opportunity by a special election of the council, for the remaining portion of the term of office.*

**Article 4  
Committees**

*Section A: Standing and Special Committees*

*The School Site Council may, from time to time, establish standing or special committees to perform various functions as prescribed by the Council. All such committees will include representation from the various representative groups. All appointed individuals and committees serve at the pleasure of the Council and are advisory to it. No standing or special committee may exercise the authority of the Council. A standing or special committee may be abolished by a vote of the Council.*

*The purpose of these committees is to:*

- *Gather and analyze data*
- *Examine materials, staffing, or funding possibilities*
- *Propose to the Council strategies for improving the instructional practices*

*Section B: Standing and Special Committee Membership*

*Unless otherwise determined by the Council, the Council chairperson shall appoint members of the standing or special committees. A vacancy on a standing or special committee shall be filled by appointment of the chairperson.*

*Section C: Standing and Special Committee Term of Office*

*The Council shall determine the membership terms for all standing and special committees. This term should be communicated to the committee members at the beginning of their assignment.*

*Section D: Standing and Special Committee Rules*

*Each standing and special committee will establish procedural rules that are consistent with the Council's bylaws and the district governing board.*

**Article 5  
Meetings of the school Site Council**

*Section A: Meetings*

*The Council shall hold a minimum of four meetings per year.*

*Section B: Place of Meetings*

*The Council shall hold its regular meetings at a facility provided by the school, unless the school principal determines that such a facility accessible to the public, is unavailable or does not meet health and/or safety codes. Alternative meeting sites shall be determined jointly by the school principal and Council chairperson.*

*Section C: Notice of Meetings*

*Written public notice shall be given of all meetings at least 48 hours in advance of the meeting. Changes in the established date, time or location shall be given special notice. All meetings shall be publicized in the following venue: Office Door. All required notices shall be delivered to SSC and committee members no less than forty-eight hours, and no more than 7 days in advance of the meeting, personally or by mail or by e-mail.*

*Section D: Quorum*

*The act of a majority of the members present shall be the act of the SSC, provided a quorum is in attendance, and no decision may otherwise be attributed to the SSC. A majority of the members of the SSC shall constitute a quorum.*

*Section E: Conduct of Meetings*

*Meetings of the SSC shall be conducted in accordance with the rules of order established by Education Code Section 3147-c, and with Robert's Rules of Order or an adaptation thereof approved by the SSC.*

*Section F: Meetings Open to the Public*

*All meetings of the SSC, and of committees established by the council, shall be open to the public, Notice of such meetings shall be provided in accordance with Section C of this article.*

*Section G: Communication with the Local Board of Education*

*The School Site Council shall implement the rules and regulations as defined in local board policy. The council may communicate with the board by submitting a letter to the Board of Education office. A School Site Council may request to speak at a local board of education meeting by following district procedures for communicating with the school board.*



*Section H: Uniform Complaint Procedures*

*Annually, the School Site Council shall participate in training about the district's uniform complaint procedures. This training will review procedures for filing a complaint. If any School Site Council member or member or the public believes that the School Site council has taken an action that is in violation of their legal authority, the individual or group may file a uniform complain form with the district.*

***Article 6***

***Amendments***

*An amendment of these bylaws may be made at any regular meeting of the SSC by a vote of two-thirds of the numbers present. Written notice of the proposed amendment must be submitted to SSC members at least 2 days prior to the meeting at which the amendment is to be considered for adoption.*