

LAKE SIDE UNION SCHOOL DISTRICT

Office of the Superintendent
12335 Woodside Avenue
Lakeside, California 92040
(619) 390-2600

District Administrative Center

January 16, 2020

Public Comments: 5:00 p.m.

Closed Session: Following Public Comments

Open Session: 6:00 p.m.

NOTICE OF THE REGULAR MEETING OF THE BOARD OF TRUSTEES

Members of the public who require disability modification or accommodation in order to participate in the meeting should contact the Superintendent's Office at (619) 390-2606 or in writing, at least twenty-four (24) hours before the meeting. (Government Code section 54954.2).

A. CALL TO ORDER AND ROLL CALL

B. OPPORTUNITY FOR MEMBERS OF THE PUBLIC TO ADDRESS THE BOARD (GOVERNMENT CODE SECTION 54954.3) – 5:00PM

During this time, citizens are invited to address the Board of Education regarding items **on or off** the agenda. Request-to-speak cards should be submitted before the start of the meeting. The Board may not take action on any item presented. The Board has policy limiting any individual speaker to four minutes or 20 minutes, for multiple speakers, on one subject.

C. CLOSED SESSION

1. Conference with Labor Negotiator, Erin Garcia, regarding the California School Employees' Association, Chapter 240, pursuant to Government Code §54957.6;
2. Conference with Labor Negotiator, Erin Garcia, regarding the Lakeside Teachers Association, pursuant to Government Code §54957.6;
3. Public Employee Performance Evaluation, Superintendent, pursuant to Government Code §54957.

D. OPENING PROCEDURES – 6:00PM

1. Reconvene
2. Welcome Visitors
3. Closed Session Report
4. The Pledge of Allegiance will be led by students from Lindo Park Elementary. Following the pledge, Principal Nina Drammissi will share highlights from the school.

E. TRUSTEE REPORTS AND COMMENTS

Trustees will report and comment as desired.

F. SUPERINTENDENT'S REPORT

Dr. Andy Johnsen will present overall district updates.

G. RECOGNITIONS

1. **Ivrie Braley**, Lakeview's Safety Patrol Captain, was selected as the Honorary Colonel of Lakeside. The County competition took place on Monday, January 13, 2020.
2. The Board will recognize Pastor Ralph Goodrich of the Lakeside Helps Center for his dedication and contribution to the Lakeside community.

H. OPPORTUNITY FOR MEMBERS OF THE PUBLIC TO ADDRESS THE BOARD ON ANY ITEM DESCRIBED IN THIS NOTICE (GOVERNMENT CODE SECTION 54954.3)

During this time, citizens are invited to address the Board of Education. Request-to-speak cards should be submitted before the start of the meeting. The Board may not take action on any item presented. The Board has policy limiting any individual speaker to four minutes or 20 minutes, for multiple speakers, on one subject.

I. PRESENTATIONS

Assistant Superintendent Dr. Kim Reed will present information from the California Dashboard.

J. ITEMS OF BUSINESS

- 1.1 Designate consent agenda items.

Note: Consent agenda items are generally routine items of business. The Board will designate those items to be approved as a whole, unless a member of the public requests consideration of an item on an individual basis. The Board will review and act on the remaining items of business.

- 1.2 Discussion/adoption of consent agenda items.

SUPERINTENDENT

- 2.1 **Adoption** is requested of the minutes of the organizational board meeting of December 19, 2019.
- 2.2 **Adoption** is requested of Resolution No. 2020-09, in support of Proposition 13: Public Preschool, K-12, and College Health and Safety Bond Act of 2020 Assembly Bill 48.

HUMAN RESOURCES

- 3.1 **Adoption** is requested of Personnel Assignment Order No. 2020-06.

BUSINESS SERVICES

- 4.1 **Approval** is requested of the following monthly business items: A) Commercial Warrants; B) Revolving Cash; C) Purchase Orders and Change Orders; and D) Purchase Card Expenditures.
- 4.2 **Approval** is requested of the 2020-21 E-rate RFP and award the bid to Datel Systems, Inc. for Switch and Wireless Access Points with Installation. Bid closed November 22, 2019. In the event that E-rate funding is not approved or only partially approved, the district reserves the right to cancel any or all of the work awarded as a result of this proposal. If district does not have 40% funding available, there is also no obligation to complete the project.

J. BUSINESS SERVICES (CONTINUED)

- 4.3 **Approval** is requested of the following annual contracts for the 2019-20 school year: A) Bill Lane & Associates, Inc. (Student Transportation – 1 day); B) San Diego Center for Children Academy (Special Ed, Non-Public School); and C) San Diego Superintendent of Schools (BTSA, Ed Services) (*Goal #1 - Academic Achievement and #2 - Social-Emotional*)
- 4.4 **Acceptance** is requested of the following donations to the District: A) Holly Ferrante Farmers Insurance donated Lakeshore Educational Supplies (valued at \$100.80) to Lindo Park; and an easel from Lakeshore (valued at \$98.19) to Riverview; B) El Capitan Stadium Association donated \$2,500 for books to Lindo Park; C) National Foundation for Autism Research donated \$500 to Lemon Crest for a sensory center; D) Shannyn Allen donated \$462.79 to the Robotics program at TdS; and E) DonorsChoose donated \$2,389.98 to various sites.

ED SERVICES

- 5.1 **Approval** is requested of the Single Plan for Student Achievement (SPSA) from each school site. The purpose of the SPSA is to coordinate all educational services at the school. The SPSA shall, at a minimum, address how funds provided to the schools through any sources identified will be used to improve the academic performance of all pupils. (*Goal #1 - Academic Achievement*)
- 5.2 **Approval** is requested of the 2018-19 School Accountability Report Card plans for all Lakeside Union School District sites. The CDE requires approval of the SARC's prior to the publishing deadline of February 1, 2020. (*Goal #1 - Academic Achievement*)

BOND

- 6.1 **Approval** is requested of a Continuing Disclosure and ADTR Services Agreement with Dale Scott and Company for continuing disclosure services related to the District bonds, including preparation of the annual report of the Bond, updated filings as needed, and preparation and filing of the Annual Debt Transparency Report (ADTR) not to exceed \$7,500.
- 6.2 **Approval** is requested of a Notice of Completion for the installation of shade structures at Eucalyptus Hills and Winter Gardens Elementary schools with GEM Industrial, Inc. The total cost of the contract is \$456,000. (*Goal #3 - Physical Environments*)

POLICIES, REGULATIONS & BYLAWS

- 7.1 **Adoption** is requested of Board Policy 5131: Conduct.
- 7.2 **Adoption** is requested of Board Bylaw 9323: Meeting Conduct.

K. INFORMATIONAL ITEMS

1. Enrollment Report for Month 4, ending December 13, 2019
2. Quarterly Investment Reports, San Diego County Treasury Investment Pool, as of quarter ended on September 30, 2019

L. DISCUSSION

1. *First Reading* of Board Policy and Administrative Regulation 3515: Campus Security.
2. *First Reading* of Board Policy and Administrative Regulation 7140: Architectural and Engineering Services.
3. *First Reading* of Board Bylaw 9321: Closed Session.

M. REPORTS TO THE BOARD

1. Union Representatives:
 - A. **Cathy Sprecco**, will present comments as the Lakeside Teachers Association President
 - B. **Lisa Ford**, will present comments as the California School Employees Association President
2. District Superintendents:
 - A. **Erin Garcia** will present business and operations updates.
 - B. **Dr. Kim Reed** will present educational services updates.
 - C. **Dr. Andy Johnsen** will present closing comments.

N. ADJOURNMENT

Respectfully Submitted,

Andrew S. Johnsen, Ed.D.
Superintendent

LAKESIDE UNION SCHOOL DISTRICT

Governing Board Meeting Date: 1/16/20

Agenda Item:

Approval of Minutes

Background (Describe purpose/rationale of the agenda item):

It is recommended that the Board of Trustees approve the attached minutes with any necessary modifications:

Regular Board Meeting of December 19, 2019

Fiscal Impact (Cost):

N/A

Funding Source:

N/A

Recommended Action:

☐ Informational

☐ Discussion

☐ Approval

☒ Adoption

☐ Denial

☐ Ratification


☐ Explanation: [Click here to enter text.](#)

Originating Department/School: Superintendent's Office

Submitted/Recommended By:

Approved for Submission to the Governing Board:


Lisa DeRosier, Executive Assistant


Dr. Andy Johnsen, Superintendent

ANDREW S. JOHNSEN, Ed.D.
Superintendent
 KIM REED, Ed.D.
Assistant Superintendent
 ERIN GARCIA
Assistant Superintendent



JOHN V. BUTZ
HOLLY FERRANTE
ANDREW HAYES
BONNIE LACHAPPA
RHONDA TAYLOR, Ed.D.

Minutes of the Organizational Meeting of the Board of Trustees

December 19, 2019
District Administrative Center

- | | |
|---|--|
| <p>A. The regular meeting of the Lakeside Union School District Board of Trustees was called to order at 5:00 p.m. by Dr. Rhonda Taylor, President, with the following members present: Holly Ferrante, Vice President; Bonnie LaChappa, Clerk; John V. Butz, Member; and Andrew Hayes, Member. Also in attendance were Dr. Andrew Johnsen, Superintendent; Dr. Kim Reed, Assistant Superintendent; and Erin Garcia, Assistant Superintendent. Lisa DeRosier was present to record the minutes.</p> | <p>Call to Order</p> |
| <p>B. There was one request to speak to the Board regarding the Ewing Classification study.</p> | <p>Public Comments</p> |
| <p>C. At 5:03 p.m. the Governing Board moved to closed session to discuss Conference with Labor Negotiators, Erin Garcia and Stacy Coble, regarding the California School Employees' Association, Chapter 240, pursuant to Government Code §54957.6; and Conference with Labor Negotiators, Erin Garcia and Stacy Coble, regarding the Lakeside Teachers Association, pursuant to Government Code §54957.6.</p> | <p>Closed Session</p> |
| <p>D. At 6:02 p.m. President Taylor called the regular meeting to order. She welcomed guests, notified the audience that the meeting is being audio recorded, and reported on the closed session items as follows:</p> | <p>Welcome</p> |
| <ol style="list-style-type: none"> 1. No action was taken on Conference with Labor Negotiators, Erin Garcia and Stacy Coble, regarding negotiations with the California School Employees' Association, Chapter 240, pursuant to Government Code §54957.6. 2. No action was taken on Conference with Labor Negotiators, Erin Garcia and Stacy Coble, regarding negotiations with the Lakeside Teachers Association, pursuant to Government Code §54957.6. | <p>Closed Session
Report</p> |
| <p>The pledge of allegiance was led by members of the FFA program. They ceremoniously opened the meeting, led the pledge, and explained each position on their Board.</p> | <p>Flag Salute</p> |
| <p>E. President Taylor commented that she has enjoyed her time on the Board as President.</p> | <p>Organization of
the Board
President</p> |
| <ol style="list-style-type: none"> 1. <u>It was moved by</u> Member Hayes and seconded by Clerk LaChappa to select Holly Ferrante as President for the upcoming year. Motion carried unanimously 5:0 (<u>Ayes:</u> Butz, Ferrante, Hayes, LaChappa, Taylor). | |
| <ol style="list-style-type: none"> 2. <u>It was moved by</u> Vice President Ferrante and seconded by Member Hayes to select Bonnie LaChappa as Vice President for the upcoming year. Motion carried unanimously 5:0 (<u>Ayes:</u> Butz, Ferrante, Hayes, LaChappa, Taylor). | <p>Vice President</p> |
| <ol style="list-style-type: none"> 3. <u>It was moved by</u> Vice President Ferrante and seconded by Member Butz to select Andrew Hayes as Clerk of the Board for the upcoming year. Motion carried unanimously 5:0 (<u>Ayes:</u> Butz, Ferrante, Hayes, LaChappa, Taylor). | <p>Board Clerk</p> |

- F. Principal Steve Mull, and Vice Principal Jaime Gonzalez shared highlights from Lakeside Middle School. The FFA officers and the ASB president and vice president were introduced. They spoke about their duties and the activities they participate in. Mr. Gonzalez spoke about the Crew program which covers the social-emotional side of education. LMS offers many electives such as: advanced digital arts, robotics, FFA, shop, academic support, dance, music, drama, and so much more.

Lakeside Middle School Spotlight

- G. Clerk Hayes spent time at the CSBA conference and attended the Delegate Assembly meeting. He spoke about the state bond measure that is going to be on the March ballot. He attended the Jingle Jam at Lemon Crest and the Winter Extravaganza at Lindo Park.

Trustee's Reports and Comments

Member Taylor attended the CSBA conference and sat in on many informational sessions. She also attended the band concert at LMS, Jingle Jam at Lemon Crest, and the Winter Extravaganza at Lindo Park.

Member Butz attended the CSBA conference and attended bond sessions to get a better understanding of the process.

Vice President LaChappa attended the CSBA conference. She wished everyone a Merry Christmas and is looking forward to a new year.

President Ferrante attended the CSBA conference; benefits committee, grand opening of the new events center at El Capitan, reading nights at Barnes & Noble, dedication of the Eucalyptus Hills shade structure, choir concert at LMS, Jingle Jam at Lemon Crest, and the Winter Extravaganza at Lindo Park.

- H. Dr. Johnsen was proud to announce that he received a letter from the State Superintendent of Schools awarding Lakeside Farms the Distinguished Schools award for 2020. He commented that it feels like a mid-point of the year. There is a lot of hard work going on in the classrooms. He expressed appreciation to our PTA groups for their support of the many holiday events happening on the campuses. He spoke about Erin Garcia's First Interim presentation tonight. The budget outlook from the state isn't as rosy as we hoped it would be. Dr. Reed will touch on the LCAP where good instruction is happening. This will honor the work staff has been doing.

Superintendent's Report

- I. The Board recognized the Lakeside Community Collaborative. Dr. Patricia Fernandez and David Shorey spoke about the collaborative and what it does for the Lakeside Community. They have many partnerships with community agencies. They were presented with a certificate of appreciation and a mug.

Chamber Recognition

- J. There was one request to speak to the Board with concern about the budget situation and the Ewing Classification study.

Public Comments

- K. 1. Steve Mull presented highlights of LUSD's efforts to foster appreciation of the Visual and Performing Arts. The presentation covered every site, and what each site was doing in the form of arts education. He was proud that our district-wide events have been very successful: Run for the Arts, Festival of the Arts, PTA Reflections, Spirit of Christmas, etc.

Performing Arts Presentation

2. Assistant Superintendent Erin Garcia presented a budget update of the 2019-20 First Interim Report prior to the vote. She explained that there is a lot of uncertainty at the state level. We will monitor the Governor's budget in January and incorporate in the CSEA agreement if passed tonight.

First Interim Presentation

K. PRESENTATIONS/ACTION ITEM (CONTINUED)

3. It was moved by Vice President LaChappa and seconded by Member Butz to adopt the First Interim Report and positive certification regarding the District's ability to meet its financial obligations for the fiscal year 2019-20 and two subsequent fiscal years. Motion carried unanimously 5:0 (Ayes: Butz, Ferrante, Hayes, LaChappa, Taylor).

Adopt First Interim Report

- L. 1. At 7:20 p.m. President Ferrante opened a public hearing to receive comments from the public on the initial proposal from the California School Employees Association, Chapter 240 regarding the Summer Assistance Benefits for Classified Employees. Hearing no comments, President Ferrante closed the hearing.

Public Hearing – CSEA Summer Assistance Program

2. At 7:21 p.m. President Ferrante opened a public hearing to receive comments from the public on the financial provisions of the tentative 2018-2019 amendment to the 2016-2019 Collective Bargaining Agreement with the California School Employees Association, Chapter 240. Hearing no comments, President Ferrante closed the hearing.

Public Hearing – CSEA Financial Provisions

3. It was moved by Vice President LaChappa and seconded by Member Taylor to approve the Disclosure of Collective Bargaining Agreement for the California School Employees Association, Chapter 240. The total fiscal impact in all funds will be \$647,588. Motion carried unanimously 5:0 (Ayes: Butz, Ferrante, Hayes, LaChappa, Taylor).

Approve Agreement with CSEA

4. It was moved by Member Taylor and seconded by Member Butz to approve a Tentative Agreement with the California School Employees Association, Chapter 240 regarding the "Unit Classifications," including the 57 enclosures thereto. Motion carried unanimously 5:0 (Ayes: Butz, Ferrante, Hayes, LaChappa, Taylor).

Approve Tent Agreement with CSEA – Unit Classifications

5. It was moved by Vice President LaChappa and seconded by Member Butz to approve a Tentative Agreement with the California School Employees Association, Chapter 240 to fully settle 2018-19 negotiations, including Appendix B, Position Description Questionnaire (PDQ) thereto. Motion carried unanimously 5:0 (Ayes: Butz, Ferrante, Hayes, LaChappa, Taylor).

Approve Tent Agreement with CSEA – PDQ

6. It was moved by Member Taylor and seconded by Member Butz to approve the 2018-19 Classified Salary Schedule and the 2019-20 Interim Classified Salary Schedule. Motion carried unanimously 5:0 (Ayes: Butz, Ferrante, Hayes, LaChappa, Taylor).

Approve Classified Sal Sch

- M. It was moved by Member Taylor and seconded by Vice President LaChappa to designate all Items of Business to the consent agenda with the exception of Items 2.3, 4.4 and 4.9. The motion carried unanimously to designate Items of Business 2.1, 2.2, 3.1, 4.1, 4.2, 4.3, 4.5, 4.6, 4.7, 4.8, 5.1, 6.1, 7.1, 7.2, 7.3, and 7.4 to the consent agenda.

Consent Agenda

- 1.1 It was moved by Vice President LaChappa and seconded by Member Butz to adopt the following items of business:

Items of Business

- 1.2 There was no discussion on items of business.

Discussion

SUPERINTENDENT

- 2.1 A motion to adopt the minutes of the regular board meeting of November 14, 2019.

Adopt Minutes

M. SUPERINTENDENT (CONTINUED)

- 2.2 A motion to adopt the 2020 calendar for regular board meetings and board study sessions. Regular meetings are scheduled as follows: January 16; February 13; March 12; April 23; May 14; June 18; June 25; July 9; August 13; September 10; October 8; November 12; and December 17.

Adopt Board
Calendar

HUMAN RESOURCES

- 3.1 A motion to adopt Personnel Assignment Order No. 2020-04.

Adopt PAO

BUSINESS SERVICES

- 4.1 A motion to approve the following monthly business items: A) Commercial Warrants; B) Revolving Cash; C) Purchase Orders and Change Orders; and D) Purchase Card Expenditures.

Approve
Monthly Reports

- 4.2 A motion to adopt Resolution No. 2020-08, recommending the 12-month position of Secretary III-Business be reclassified to Confidential, Executive Administrative Assistant-Business.

Adopt Resolution
No. 2020-08

- 4.3 A motion to approve the 2019-20 Classified Substitute Salary Schedule, effective January 1, 2020.

Approve Class
Sub Sal Sch

- 4.5 A motion to approve the 2018-19 and 2019-20 Confidential Salary Schedules, effective January 1, 2019.

Approve
Confidential SS

- 4.6 A motion to approve an Inter-Agency Child Nutrition Program Agreement with the Barona Indian Charter School for the District to provide breakfast at a cost of \$2.00 for students and \$3.00 for adults through June 30, 2020.

Approve Inter-
Agency Agrmnt
with Barona

- 4.7 A motion to approve an out-of-state conference request for Andrew Newmark to attend Windows Server training in Austin, Texas from January 26-February 1, 2020.

Approve
Conference Req

- 4.8 A motion to approve the following annual contracts for the 2019-20 school year: A) Verbal Behavior Associates (SpecEd); B) 3 Chords, Inc., dba: Therapy Travelers (SpecEd); C) Dennis Cook Roofing (Maintenance – LV); D) Relationships at Work, Inc. (PD for Classified); E) The SpyGlass Group, LLC (Bus Services); and F) San Diego County Superintendent of Schools (NGSS).

Approve Annual
Contracts

ED SERVICES

- 5.1 A motion to approve an Internship Agreement with National University to provide students of NU with experience through practice teaching.

Approve Agrmnt
w/National Univ

BOND

- 6.1 A motion to ratify Amendment 1 to Sixth Project Agreement with the K-12 Public Schools Authority (FACJPA) for Account-Ability Project Accounting Software at a cost of \$10,000.

Ratify Amend-
ment 1 with
FACJPA

M. POLICIES, REGULATIONS & BYLAWS

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|--|-----------------------|
| 7.1 A motion to adopt Board Policy and Administrative Regulation Amendment 3100: Budget. | Adopt BP/AR
3100 |
| 7.2 A motion to adopt Board Policy and Administrative Regulation 3551: Food Service Operations/Cafeteria Fund. | Adopt BP/AR
3551 |
| 7.3 A motion to adopt Board Policy and Exhibit 4119.21/4219.21/4319.21: Professional Standards. | Adopt BP/E
4119.21 |
| 7.4 A motion to adopt Board Policy 5131.8: Mobile Communication Devices. | BP 5131.8 |

Motion carried 5:0 (Ayes: Butz, Ferrante, Hayes, LaChappa, Taylor).

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| 2.3 <u>It was moved by</u> Clerk Hayes and seconded by Member Taylor to adopt the 2020-2021 and 2021-2022 employee and school calendars. For the 2020-2021 school year, school will begin on August 20, 2020 and end on June 11, 2021. For the 2021-2022 school year, school will begin on August 19, 2021 and end on June 10, 2022. Motion carried 5:0 (<u>Ayes</u> : Butz, Ferrante, Hayes, LaChappa, Taylor). | Adopt 2020-21 &
2021-22 School
Calendars |
| 4.4 <u>It was moved by</u> Clerk Hayes and seconded by Member Butz to table the 2019-20, 2020-21, and 2021-22 Management Interim Salary Schedule, effective July 1, 2019. Motion carried 5:0 (<u>Ayes</u> : Butz, Ferrante, Hayes, LaChappa, Taylor). | Tabled |
| 4.9 <u>It was moved by</u> Member Taylor and seconded by Clerk Hayes to accept the following donations to the District: A) 15 speaker stands from the U.S. Forest Service to Lakeside Middle School; B) Two Coca-Cola refrigerators from the TdS PTSA to be used in the student store; C) \$1,340 from the El Capitan Stadium Association to the FFA Program at LMS; D) \$100 from Loretta Leavitt to the Band program at LMS; E) \$738.25 from DonorsChoose.org to Lemon Crest; and F) Holly Ferrante Farmers Insurance donated books (value, \$100.80) to Lemon Crest; and playground games and balls (value, \$97.90) to Lindo Park. Motion carried 5:0 (<u>Ayes</u> : Butz, Ferrante, Hayes, LaChappa, Taylor). | Accept Gifts to
the District |

N. Erin Garcia presented the Enrollment Report for Month 3, ending November 15, 2019. She shared that we are currently down 88 students from last year and down 20 students from the prior month.	Enrollment Report
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| O. 1. First reading of Board Policy 5131: Conduct. The Board requested the policy come back next month for adoption. | BP 5131 |
| 2. First reading of Board Bylaw 9323: Meeting Conduct. The Board requested the policy come back next month for adoption. | BB 9323 |

P. 1A. LTA President, Cathy Sprecco, commented on Mrs. Garcia's budget report. She believes 13% is a healthy reserve and the State average is very high. She stated they have stayed steady over the last 6 years and so far it has been proven true, and since she's been president it has never come to fruition. She discussed the bond initiative supported by CTA and would love for everyone to be on the same page. She wished everyone a joy-filled holiday.	LTA President
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P. REPORTS TO THE BOARD (CONTINUED)

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|---|---------------------|
| 1B. CSEA President, Lisa Ford, thanked Mrs. Garcia for her report and how articulate she is. She predicts the worse and prevents it. She discussed the summer assistance program and commented that these employees make the least in the district. Comments were made about the 1.8% increase to administration and what was the reason they couldn't afford the \$15,000 it takes to run the Summer Assistance program. | CSEA President |
| 2A. Erin Garcia, Assistant Superintendent, had no formal report this month. | Erin Garcia |
| 2B. Dr. Kim Reed, Assistant Superintendent, spoke about the January PD day. The sign ups went out today and the theme is self-care. The Math Task Force met for the first time and 7 parents attended. An overall purpose was developed, keeping access and equity in the forefront. Clerk Hayes thanked Dr. Reed and Dr. Johnsen on this hard work. Dr. Reed also discussed the LCAP process as the State hasn't come up with guidance yet. She held District Learning, Student Learning, and Tech Vision Committee meetings. The Orenda work is going on with one-on-one interviews with students and teachers and surveys. We are very busy! | Dr. Kim Reed |
| 2C. Dr. Andy Johnsen, Superintendent, gave well wishes for a good and restful break. | Dr. Andy
Johnsen |
| Q. President Ferrante asked if there was any further business to come before the board. There being none, the president declared the regular board meeting adjourned at 7:51 p.m. | Adjournment |

Andrew S. Johnsen, Ed.D.
Superintendent

Andrew Hayes
Clerk of the Board

LAKESIDE UNION SCHOOL DISTRICT

Governing Board Meeting Date: 1/16/20

Agenda Item:

Resolution No. 2020-09

Background (Describe purpose/rationale of the agenda item):

Resolution No. 2020-09 in support of Proposition 13: Public Preschool, K-12, and College Health and Safety Bond Act of 2020 Assembly Bill 48.

Fiscal Impact (Cost):

N/A

Funding Source:

N/A

Recommended Action:

- | | |
|--|---|
| <input type="checkbox"/> Informational | <input type="checkbox"/> Denial |
| <input type="checkbox"/> Discussion | <input type="checkbox"/> Ratification |
| <input type="checkbox"/> Approval | <input type="checkbox"/> Explanation: Click here to enter text. |
| <input checked="" type="checkbox"/> Adoption | |


Originating Department/School: Superintendent

Submitted/Recommended By:

Approved for Submission to the Governing Board:



Lisa DeRosier, Executive Assistant



Andy Johnsen, Ed.D, Superintendent

Reviewed by Cabinet Member _____

RESOLUTION NO. 2020-09

School Board Resolution in Support of Proposition 13: Public Preschool, K-12, and College Health and Safety Bond Act of 2020 Assembly Bill 48 (O'Donnell, Glazer)

WHEREAS, all students deserve safe, welcoming, and stimulating learning environments that support personal well-being and academic success; and

WHEREAS, school bond funds help schools provide safe facilities that offer the learning opportunities required for a high-quality 21st-century education; and

WHEREAS, normal wear and tear and new technologies have rendered a substantial number of California's classrooms insufficient to meet the 21st-century educational needs of students and provide environmental efficiencies; and

WHEREAS, Proposition 13, the Public Preschool, K-12, and College Health and Safety Bond Act of 2020, provides resources for the renovation and upgrade of existing classrooms, for campuses that increase student and staff safety, for classrooms and laboratories that enhance teaching and learning, for the construction and expansion of schools to accommodate growth, and for career technical education facilities to improve job and career training; and

WHEREAS, the Public Preschool, K-12, and College Health and Safety Bond Act of 2020 will provide state matching funds that are prioritized for schools with pressing health and safety concerns; and

WHEREAS, the Public Preschool, K-12, and College Health and Safety Bond Act of 2020 will provide disaster assistance in times of critical need; and

WHEREAS, the Public Preschool, K-12, and College Health and Safety Bond Act of 2020 will provide additional funding for energy efficiency, earthquake safety, removal of hazardous materials, and more; and

WHEREAS, the Public Preschool, K-12, and College Health and Safety Bond Act of 2020 will provide a fair and equitable distribution of funds to schools where they are most needed and provide specific assistance to small school districts throughout the state; and

WHEREAS, the State of California has committed funds from all previous bond measures and is currently facing an increasing backlog of unfunded needs; and

WHEREAS, the Lakeside Union School District has \$110 million in facility needs that may be partially funded by state bonds; and

WHEREAS, the Public Preschool, K-12, and College Health and Safety Bond Act of 2020 will appear on the March 3, 2020 ballot and become operative only if approved by voters; and

RESOLUTION NO. 2020-09

WHEREAS, the Public Preschool, K-12, and College Health and Safety Bond Act of 2020 will provide \$15 billion for facilities at the state's preschools, K-12 schools, community colleges, and four-year colleges and universities; and

WHEREAS, 13,000 jobs are created for each \$1 billion in school facility infrastructure investment; and

WHEREAS, Proposition 98 and the Local Control Funding Formula, which provide general fund operational revenues for schools, do not provide dedicated facilities funding; and

WHEREAS, quality 21st-century school facilities designed to meet student need enhance academic achievement and further the state's scholastic and economic goals; and

WHEREAS, investments in modern school facilities are investments in our youth, our communities, our economy, and our shared future; and

WHEREAS, the California School Boards Association and a large public-private coalition supports the Public Preschool, K-12, and College Health and Safety Bond Act of 2020;

NOW, THEREFORE BE IT RESOLVED that the Lakeside Union School District supports Proposition 13, the Public Preschool, K-12, and College Health and Safety Bond Act of 2020, on the March 3, 2020 statewide ballot.

Adopted by the Governing Board of the Lakeside Union School District on the 16th day of the month of January in 2020.

January 16, 2020

Holly Ferrante, Board President

LAKE SIDE UNION SCHOOL DISTRICT

Governing Board Meeting Date: 1/16/20

Agenda Item:

Personnel Assignment Order 2020-05

Background (Describe purpose/rationale of the agenda item):

The Personnel Assignment Order reflects new hires, retirements and changes in positions.

Fiscal Impact (Cost):

Varies

Funding Source:

General Fund

Addresses Emphasis Goal(s):

☐ **#1:** Academic Achievement ☐ **#2:** Social Emotional ☐ **#3:** Physical Environments

Recommended Action:

<input type="checkbox"/> Informational	<input type="checkbox"/> Denial
<input type="checkbox"/> Discussion	<input type="checkbox"/> Ratification
<input type="checkbox"/> Approval	<input type="checkbox"/> Explanation: Click here to enter text.
<input checked="" type="checkbox"/> Adoption	

Originating Department/School: Human Resources

Submitted/Recommended By:

Approved for Submission to the Governing Board:

Stacy Coble, HR Director


Dr. Andy Johnsen, Superintendent

LAKESIDE UNION SCHOOL DISTRICT
BOARD OF TRUSTEES MEETING, January 16, 2020
Personnel Assignment Order – 2020-06

BACKGROUND:

The following personnel appointments, changes of status, leave requests, resignations, dismissals and consultant requests are submitted for Board consideration. Italicized information indicates a change.

Certificated Staff

A. New Appointments:

Employee	Assignment/Location	Class/Step	Previous Annual Salary	New Annual Salary	Effective Date
Keily, Jacqueline	Teacher/Tierra Del Sol	Class D/Step 11	N/A	\$70,145.00	1/13/20

B. Temporary Rehires:

Employee	Assignment/Location	Class/Step	Previous Annual Salary	New Annual Salary	Effective Date

C. Change of Status/Location:

Employee	Assignment/Location	Class/Step	Previous Location	New Location	Effective Date
McDowell-Hollimon, Sharolyn	RSP Teacher/Lakeside Farms	Class F/ Step 11	Lindo Park	Lakeside Farms	1/1/20

D. Retirement

Employee	Assignment/Location	Class/Step	Reason	Effective Date
Peterson, Paula	RSP Teacher/Lakeside Farms	Class F/ Step 18	Retirement	12/31/19

E. Termination

Employee	Assignment/Location	Class/Step	Reason	Effective Date
Kenyon, Marquerite	Teacher/Tierra del Sol	Class B/Step 1	Released	12/21/19

F. 39-Month Reemployment:

Employee	Assignment/Location	Class/Step	Reason	Effective Date

G. Dismissals:

Employee	Assignment/Location	Class/Step	Effective Date

Classified Staff

H. New Hire:

Employee	Location	Position/Class/Step	Previous Monthly Salary	New Monthly Salary	Effective Date
Cable, Nicole	Lemon Crest	Special Ed Assistant II/Range 11/Step 1	N/A	\$1,861.50	1/1/20
Chapman, Barbara	Lakeside Farms	Special Ed Assistant II/Range 11/ Step 1	N/A	\$1,861.50	1/1/20

I. Rehires:

Employee	Location	Position/Class/Step	Previous Monthly Salary	New Monthly Salary	Effective Date

J. Change of Status/Location:

Employee	Location	Position/Class/Step	Previous Monthly Salary	New Monthly Salary	Effective Date

K. Unpaid Leave Requests:

Employee	Location	Position/Class/Hours	Reason	Recommendation	Effective Date

L. Resignations:

Employee	Location	Position	Reason	Effective Date
Varin, Moni	Lemon Crest	Child Development Assistant	School	12/31/19

M. 39-63 Month Reemployment:

Employee	Location	Position/Class/Step	Effective Date

N. Dismissals:

Employee	Location	Position	Effective Date

RECOMMENDATION:

Administration recommends approval of listed personnel appointments, changes of status, leave requests, resignations, dismissals, and consultants. This recommendation supports the following District goal: Assure the highest quality of school district services, including, but not limited to, academic, social, emotional and health services by hiring and retaining employees with not only required technical skills in the areas of their responsibilities but also the ability to handle diverse challenges.

LAKE SIDE UNION SCHOOL DISTRICT

Governing Board Meeting Date: JANUARY 16, 2020

Agenda Item:

COMMERCIAL WARRANT LISTING SHEET – for the period 12/01/2019-12/31/2019

Background (Describe purpose/rationale of the agenda item):

This is a required monthly report - per Board Policy #3300, "the Governing Board shall review all warrants issued by the district at their monthly Board meeting".

Fiscal Impact (Cost):

\$862,751.20

Funding Source:

General, Child Development, Capital Facilities, Cafeteria, & Charter Schools (Barona, RVCS)

Addresses Emphasis Goal(s):

☐ **#1:** Academic Achievement ☐ **#2:** Social Emotional ☐ **#3:** Physical Environments

Recommended Action:

☐ **Informational** ☐ **Denial/Rejection**
☐ **Discussion** ☐ **Ratification**
☒ **Approval** ☐ **Explanation:** Click here to enter text.
☐ **Adoption**

Originating Department/School: Business Services

Submitted/Recommended By:

Approved for Submission to the Governing Board:


Principal/Department Head Signature


Dr. Andy Johnsen, Superintendent

Reviewed by Cabinet Member 

BOARD WARRANT REPORT
12/01/2019-12/31/2019

Warrant ID	Vendor Name	Payment Date	Invoice Item Description	Fund	Amount Charged to Fund
14622279	EYE PHONE CITY	12/3/2019	BLANKET FOR FISCAL YEAR 2019-2	0100	8,891.58
14622868	SOUTHWEST SCHOOL & OFFICE SUPPLY	12/4/2019	BLANKET FOR FISCAL YEAR 2018-1	0100	47.15
14623567	CERTIFIED MOBILE SHRED	12/5/2019	SHREDDING	0100	75.00
14623568	CIT FINANCE LLC	12/5/2019	BLANKET FOR FISCAL YEAR 2019-2	0100	616.79
14623569	COAST MUSIC THERAPY INC.	12/5/2019	INVOICE NO. 12491 CONSULT/COL	0100	125.00
14623570	CPI	12/5/2019	NONVIOLENT CRISIS INTERVENTION	0100	2,687.02
14623572	DEAF COMMUNITY SERVICES	12/5/2019	SIGN LANGUAGE INTERPRETING SER	0100	150.00
14623573	Tobii Dynavox LLC	12/5/2019	BOARDMAKER ONLINE - DISTRICT F	0100	5,104.35
14623574	EDCO DISPOSAL CORPORATION	12/5/2019	BLANKET FOR FISCAL YEAR 2019-2	0100	4,207.64
14623575	EYE PHONE CITY	12/5/2019	BLANKET FOR FISCAL YEAR 2019-2	0100	3,516.87
14623578	HELIX WATER DISTRICT	12/5/2019	BLANKET FOR FISCAL YEAR 2019-2	0100	2,310.51
14623579	HOUGHTON MIFFLIN HARCOURT	12/5/2019	READ 180 NG 3010235 9780545318	0100	356.59
14623582	LAKESIDE WATER DISTRICT	12/5/2019	BLANKET FOR FISCAL YEAR 2019-2	0100	3,849.81
14623583	MAXIM HEALTHCARE SERVICES, INC	12/5/2019	BLANKET FOR 2019-20 V2020-062	0100	646.00
14623584	JOCELYN MCCULLOUGH	12/5/2019	BLANKET FOR 2019-20 MILEAGE RE	0100	1,147.24
14623585	MCGRAW-HILL	12/5/2019	ASSESSMENT BOOKS	0100	2,399.30
14623586	LISA M. WEISS OD OPTOMETRIC CORP	12/5/2019	OPTOMETRIC IN OFFICE VISION TH	0100	240.00
14623587	OFFICE DEPOT, INC.	12/5/2019	BLANKET FOR FISCAL YEAR 2019-2	0100	53.88
14623590	PETER J PORTILLA	12/5/2019	DMR RADIO KIT 400-470 UHF 32 C	0100	3,244.90
14623591	RO HEALTH, INC	12/5/2019	V2020-057 NURSING SERVICES FOR	0100	287.73
14623592	SAN DIEGO COUNTY OFFICE OF ED	12/5/2019	BULLYING PREVENTION & INTERVEN	0100	25.00
14623594	SOUTHWEST SCHOOL & OFFICE SUPPLY	12/5/2019	BLANKET FOR FISCAL YEAR 2019-2	0100	1,496.40
14623595	SPRINT SOLUTIONS, INC.	12/5/2019	BLANKET FOR FISCAL YEAR 2019-2	0100	1,910.24
14623596	TARGET RIVER	12/5/2019	I2020-011 MARKETING SERVICES	0100	4,372.50
14624407	ABA EDUCATION FOUNDATION	12/6/2019	BLANKET FOR FISCAL YEAR 2019-2	0100	11,416.50
14624408	ASELTINE SCHOOL	12/6/2019	BLANKET FOR FISCAL YEAR 2019-2	0100	15,043.38
14624409	NATIONAL FFA ORGANIZATION	12/6/2019	JACKETS, BANNER, PENS, SHIPPING	0100	2,153.00
14624410	CONSCIOUS TEACHING	12/6/2019	INVOICE NO. 9949 & 9828	0100	30,200.00
14624411	DEBORAH ANN COMISKEY	12/6/2019	BLANKET FOR FISCAL YEAR 2019-2	0100	1,402.00
14624412	DATEL SYSTEMS INCORPORATED	12/6/2019	REPAIR FEE MENDTRONIX	0100	4,847.28
14624413	DIESEL PRINT CO	12/6/2019	NOON DUTY VESTS	0100	168.69
14624414	DION & SONS, INC.	12/6/2019	BLANKET FOR FISCAL YEAR 2019-2	0100	5,471.78
14624415	INSTITUTE FOR EFFECTIVE EDUCATION	12/6/2019	V2020-051 NPS 2019-20 CHILDREN	0100	7,288.24
14624416	LEADER SERVICES	12/6/2019	V2020-017 BLANKET FOR 2019-20	0100	201.80
14624417	METEOR EDUCATION, LLC	12/6/2019	45 WEDGE WITH LAMINATE TOP	0100	10,190.87
14624417	METEOR EDUCATION, LLC	12/6/2019	GROW STOOL, TALL	0100	849.24
14624417	METEOR EDUCATION, LLC	12/6/2019	INSTALL	0100	2,432.15
14624417	METEOR EDUCATION, LLC	12/6/2019	LOVESEAT WITH LAMINATE TOP	0100	5,174.50
14624417	METEOR EDUCATION, LLC	12/6/2019	SHIPPING AND HANDLING	0100	3,729.36
14624418	NEW HAVEN YOUTH AND FAMILY SERVICES	12/6/2019	BLANKET FOR FISCAL YEAR 2019-2	0100	2,200.00
14624419	OFFICE DEPOT, INC.	12/6/2019	BLANKET FOR FISCAL YEAR 2019-2	0100	1,165.21

BOARD WARRANT REPORT
12/01/2019-12/31/2019

Warrant ID	Vendor Name	Payment Date	Invoice Item Description	Fund	Amount Charged to Fund
14624420	DAVIS CONSULTING CORPORATION	12/6/2019	2 YEAR CONTRACT AT \$1,550 PER	0100	1,550.00
14624421	OXBOW ACADEMY	12/6/2019	V2020-066 NPS AGREEMENT FOR 20	0100	15,700.00
14624422	RENAISSANCE LEARNING, INC	12/6/2019	STAR READING SUBSCRIPTION RENE	0100	3,351.50
14624423	SAN DIEGO COUNTY OFFICE OF ED	12/6/2019	FRISK TRAINING OCTOBER 10, 201	0100	1,960.00
14624424	SAN DIEGO GAS & ELECTRIC	12/6/2019	BLANKET FOR FISCAL YEAR 2019-2	0100	49,940.16
14624425	SIERRA ACADEMY OF SAN DIEGO	12/6/2019	V2020-043 NPS FOR 2019-20	0100	3,746.16
14624942	AMAZON CAPITAL SERVICES, INC.	12/9/2019	BLANKET FOR FISCAL YEAR 2019-2	0100	572.31
14624944	CONFUCIUS INSTITUTE SDSU	12/9/2019	INVOICE NUMBER 891824 J-1 VISA	0100	12,000.00
14624946	DATTEL SYSTEMS INCORPORATED	12/9/2019	BLANKET FOR FISCAL YEAR 2019-2	0100	296.31
14624948	ERIN GARCIA, CUSTODIAN	12/9/2019	REVOLVING CASH	0100	10,189.31
14624951	ORENDA EDUCATION	12/9/2019	DISCOVERY STUDY, LEADERSHIP PO	0100	64,833.50
14624953	PROJECT LEAD THE WAY	12/9/2019	GATEWAY PARTICIPATION 2018-201	0100	750.00
14625381	A&B SAW & LAWNMOWER SHOP	12/10/2019	BLANKET PURCHASE ORDER FOR FIS	0100	160.54
14625382	ABABA BOLT	12/10/2019	BLANKET FOR 2019-20 MAINTENANC	0100	45.51
14625383	ALLIED REFRIGERATION INC	12/10/2019	BLANKET FOR FISCAL YEAR 2019-2	0100	29.44
14625385	ROCK AND BLOCK HARDSCAPE SUPPLY	12/10/2019	BLANKET FOR FISCAL YEAR 2019-2	0100	753.21
14625386	A-Z BUS SALES	12/10/2019	BLANKET FOR FISCAL YEAR 2019-2	0100	1,172.81
14625387	BADI'S	12/10/2019	BLANKET FOR FISCAL YEAR 2019-2	0100	100.00
14625388	BJ'S RENTALS, INC.	12/10/2019	TRACTOR RENTAL AND FEES	0100	604.00
14625389	CINTAS CORPORATION	12/10/2019	BLANKET FOR FISCAL YEAR 2019-2	0100	527.16
14625390	COMPETITIVE METALS, INC	12/10/2019	BLANKET FOR FISCAL YEAR 2019-	0100	64.80
14625391	DATTEL SYSTEMS INCORPORATED	12/10/2019	MICROSOFT SURFACE PRO 7	0100	3,240.64
14625392	DIALCOM SYSTEMS GROUP, INC.	12/10/2019	10/21/2019 CHANGE ORDER TO INC	0100	237.50
14625393	EL CAJON FORD	12/10/2019	BLANKET FOR FISCAL YEAR 2019-2	0100	161.35
14625394	GEARY PACIFIC SUPPLY	12/10/2019	CHANGE ORDER INCREASE 9/19/20	0100	118.72
14625395	GRAINGER	12/10/2019	BLANKET FOR FISCAL YEAR 2019-2	0100	342.72
14625396	HD SUPPLY FACILITIES MAINT	12/10/2019	BLANKET FOR FISCAL YEAR 2019-2	0100	1,595.17
14625397	LAKESIDE EQUIPMENT	12/10/2019	BLANKET FOR FISCAL YEAR 2019-2	0100	391.89
14625398	LUCIA GUZMAN	12/10/2019	PROGRAM: AMERICAN HEART ASSOCI	0100	300.00
14625399	NUTRIEN AG SOLUTION	12/10/2019	BLANKET FOR 2019-20 FISCAL YEA	0100	268.08
14625400	O'REILLY AUTO PARTS	12/10/2019	BLANKET FOR FISCAL YEAR 2019-2	0100	943.61
14625402	PECK'S HEAVY FRICTION INC	12/10/2019	BLANKET FOR FISCAL YEAR 2019-2	0100	29.26
14625403	PPG ARCHITECTURAL FINISHES INC	12/10/2019	BLANKET FOR FISCAL YEAR 2019-2	0100	898.04
14625404	RICK'S MOBILE GLASS	12/10/2019	BLANKET FOR FISCAL YEAR 2019-2	0100	295.29
14625405	SAFETY-KLEEN	12/10/2019	BLANKET FOR FISCAL YEAR 2019-2	0100	1,283.74
14625406	SAN DIEGO COUNTY OFFICE OF ED	12/10/2019	19200960 LAKESIDE CONTRACT	0100	2,000.00
14625407	SAN DIEGO FENCE COMPANY	12/10/2019	BLANKET FOR FISCAL YEAR 2019-2	0100	257.59
14625408	SYCAMORE LANDFILL	12/10/2019	BLANKET FOR FISCAL YEAR 2019-2	0100	69.56
14625409	TOWER 28 CLOTHING	12/10/2019	INVOICE NO. 0404 T SHIRTS FOR	0100	2,735.82
14625410	US AIR CONDITIONING DISTRIB.	12/10/2019	BLANKET FOR FISCAL YEAR 2019-2	0100	442.07
14625411	WAXIE SANITARY SUPPLY	12/10/2019	BLANKET FOR FISCAL YEAR 2019-2	0100	161.78

BOARD WARRANT REPORT
12/01/2019-12/31/2019

Warrant ID	Vendor Name	Payment Date	Invoice Item Description	Fund	Amount Charged to Fund
14626045	ALLIED REFRIGERATION INC	12/11/2019	BLANKET FOR FISCAL YEAR 2019-2	0100	178.24
14626047	AMAZON CAPITAL SERVICES, INC.	12/11/2019	BLANKET FOR FISCAL YEAR 2019-2	0100	57.21
14626048	CPM EDUCATIONAL PROGRAM	12/11/2019	ISBN# 9781603285117 - CC1-3 - TE	0100	150.00
14626049	DION & SONS, INC.	12/11/2019	MISBILLED DIESEL FUEL CORREC	0100	3,483.62
14626051	HOME DEPOT CREDIT SERVICES	12/11/2019	BLANKET FOR FISCAL YEAR 2019-2	0100	802.06
14626052	IDENT-A-KID SERVICES OF AMERICA, INC.	12/11/2019	IDENT A KID LABELS ORANGE LABE	0100	68.51
14626053	LYNN'S LOCKSMITH SERVICE	12/11/2019	BLANKET FOR FISCAL YEAR 2019-2	0100	24.36
14626054	MCGRAW-HILL	12/11/2019	READING MASTERY READING/LITERA	0100	3,047.47
14626055	NCS PEARSON, INC	12/11/2019	CELF PRESCHOOL-2 COMPLETE KIT	0100	1,491.38
14626056	PETER J PORTILLA	12/11/2019	TC-508 VHF 146-174mhz 5 WATT 1	0100	1,034.40
14626057	ROADONE	12/11/2019	CHANGE ORDER TO INCREASE	0100	240.00
14626058	RUSSELL SIGLER, INC.	12/11/2019	10/21/2019 - CHANGE ORDER TO I	0100	87.28
14626059	THOMPSON BUILDING MATERIALS	12/11/2019	DOORS AND HARD WARE FOR TIERRA	0100	1,219.77
14626060	TRANE U.S.INC	12/11/2019	BLANKET FOR FISCAL YEAR 2019-2	0100	616.50
14626790	ABA EDUCATION FOUNDATION	12/12/2019	BLANKET FOR FISCAL YEAR 2019-2	0100	8,697.00
14626792	ALPHA INVESTMENTS, INC.	12/12/2019	MEETING ROOM	0100	525.00
14626793	AMAZON CAPITAL SERVICES, INC.	12/12/2019	BLANKET FOR FISCAL YEAR 2019-2	0100	700.46
14626794	APPLE INC.	12/12/2019	13-INCH MACBOOK AIR - SPACE GR	0100	1,296.92
14626796	CASBO	12/12/2019	PUPIL ATTENDANCE ACCOUNTING -	0100	510.00
14626797	DEPT OF INDUSTRIAL RELATIONS	12/12/2019	INVOICE NO. E 1691818 SD INSPE	0100	125.00
14626798	THE DEVEREUX FOUNDATION	12/12/2019	V2020-046 NPS AGREEMENT FOR 20	0100	19,512.74
14626799	EAST COUNTY URGENT CARE	12/12/2019	INVOICE NO. 5940 - PHYSICAL	0100	120.00
14626800	EWING IRRIGATION PRODUCTS	12/12/2019	BLANKET FOR FISCAL YEAR 2019-2	0100	549.96
14626803	J.W. PEPPER & SON, INC.	12/12/2019	HAIRSPRAY JUNIOR SHOW KIT	0100	801.62
14626804	LYNN'S LOCKSMITH SERVICE	12/12/2019	BLANKET FOR FISCAL YEAR 2019-2	0100	5.41
14626805	MACDOUGAL-MORRIS GROUP LLC	12/12/2019	V2020-030 NPS AGREEMENT FOR 20	0100	4,913.85
14626806	HEATHER MATHE	12/12/2019	CONTRACT NO. I2020-019 KINDERG	0100	576.00
14626807	MISSION FEDERAL CREDIT UNION	12/12/2019	P CARDS	0100	14,210.62
14626808	RADY CHILDREN'S HOSPITAL-SD	12/12/2019	MANDATED HEALTH SCREENING SERV	0100	3,553.03
14626809	SAN DIEGO FENCE COMPANY	12/12/2019	BLANKET FOR FISCAL YEAR 2019-2	0100	192.31
14626810	SPARKLETT'S	12/12/2019	BLANKET FOR FISCAL YEAR 2019-2	0100	577.17
14626811	SILVIA M. TARAZ	12/12/2019	I2020-003 BILINGUAL SPEECH ASS	0100	320.00
14626812	VALLEY TRACTOR & EQUIPMENT	12/12/2019	DRIVELINE	0100	213.34
14626813	VERIZON WIRELESS	12/12/2019	BLANKET FOR FISCAL YEAR 2019-2	0100	2,138.07
14626814	WPS	12/12/2019	TVPS-4 TEST KIT PRODUCT #: AP-	0100	2,115.67
14627559	AMAZON CAPITAL SERVICES, INC.	12/13/2019	BLANKET FOR FISCAL YEAR 2019-2	0100	41.94
14627560	AT&T	12/13/2019	BLANKET FOR FISCAL YEAR 2019-2	0100	2,994.40
14627561	MATH TRANSFORMATIONS	12/13/2019	PROFESSIONAL DEVELOPMENT (SPED	0100	6,750.00
14627562	CIT FINANCE LLC	12/13/2019	BLANKET FOR FISCAL YEAR 2019-2	0100	382.53
14627563	DATTEL SYSTEMS INCORPORATED	12/13/2019	BLANKET FOR FISCAL YEAR 2019-2	0100	2,473.57
14627564	ERIN GARCIA, CUSTODIAN	12/13/2019	REVOLVING CASH	0100	1,683.00

BOARD WARRANT REPORT
12/01/2019-12/31/2019

Warrant ID	Vendor Name	Payment Date	Invoice Item Description	Fund	Amount Charged to Fund
14627565	INSTITUTE FOR EFFECTIVE EDUCATION	12/13/2019	V2020-051 NPS 2019-20 CHILDREN	0100	3,168.80
14627566	LAZEL	12/13/2019	RAZ-PLUS RENEWAL 16 CLASSES Y	0100	2,815.20
14627567	STEIN EDUCATION CENTER	12/13/2019	V2020-050 2019-20 BLANKET FOR	0100	6,149.74
14627568	SOUTHWEST SCHOOL & OFFICE SUPPLY	12/13/2019	BLANKET FOR FISCAL YEAR 2019-2	0100	295.66
14627569	XEROX CORPORATION	12/13/2019	BLANKET FOR FISCAL YEAR 2019-2	0100	1,444.87
14628395	AMAZON CAPITAL SERVICES, INC.	12/16/2019	BLANKET FOR FISCAL YEAR 2019-2	0100	511.02
14628396	JOCELYN MCCULLOUGH	12/16/2019	BLANKET FOR 2019-20 MILEAGE RE	0100	498.80
14628397	NCS PEARSON, INC	12/16/2019	BAYLEY-4 COMPLETE KIT	0100	6,370.28
14628399	TURNAROUND SCHOOLS	12/16/2019	INVOICE NO. 13410 BRIDGE BUILD	0100	510.40
14628400	XEROX CORPORATION	12/16/2019	BLANKET FOR FISCAL YEAR 2019-2	0100	239.47
14628996	ALBERTSONS	12/17/2019	BLANKET PURCHASE ORDER FOR FIS	0100	219.96
14628997	AMAZON CAPITAL SERVICES, INC.	12/17/2019	BLANKET FOR FISCAL YEAR 2019-2	0100	23.32
14628998	ASELTINE SCHOOL	12/17/2019	BLANKET FOR FISCAL YEAR 2019-2	0100	8,720.80
14628999	ASSETWORKS RISK MANAGEMENT INC.	12/17/2019	SOFTWARE HOSTING FEES	0100	2,760.00
14629000	MATH TRANSFORMATIONS	12/17/2019	PROFESSIONAL DEVELOPMENT (SPED	0100	8,750.00
14629004	CIT FINANCE LLC	12/17/2019	BLANKET FOR FISCAL YEAR 2019-2	0100	233.49
14629006	COPY CORRAL	12/17/2019	BLANKET FOR FISCAL YEAR 2019-2	0100	129.30
14629008	DANNIS WOLIVER KELLEY	12/17/2019	V2020-028 BLANKET FOR 2019-20	0100	11,953.75
14629009	DATTEL SYSTEMS INCORPORATED	12/17/2019	INVOICE NO. SI-289395 THINKPAD	0100	2,201.02
14629010	DION & SONS, INC.	12/17/2019	BLANKET FOR FISCAL YEAR 2019-2	0100	3,149.35
14629011	DUDLEY'S BAKERY	12/17/2019	FUNDRIASER FOR LAKESIDE MIDDLE	0100	1,473.55
14629012	EYE PHONE CITY	12/17/2019	BLANKET FOR FISCAL YEAR 2019-2	0100	2,122.48
14629013	LEADER SERVICES	12/17/2019	V2020-017 BLANKET FOR 2019-20	0100	790.46
14629014	MAILFINANCE INC.	12/17/2019	THE PRICING FOR MONTHS 1-60 IS	0100	1,152.73
14629016	LISA M. WEISS OD OPTOMETRIC CORP	12/17/2019	OPTOMETRIC IN OFFICE VISION TH	0100	360.00
14629017	NEW HAVEN YOUTH AND FAMILY SERVICES	12/17/2019	BLANKET FOR FISCAL YEAR 2019-2	0100	2,200.00
14629018	SOUTHWEST SCHOOL & OFFICE SUPPLY	12/17/2019	BLANKET FOR FISCAL YEAR 2019-2	0100	457.21
14629020	THE PRINT BUTTON	12/17/2019	#10 REGULAR ENVELOPES	0100	1,305.83
14630101	AHERN RENTALS	12/18/2019	INVOICE NO. 21215295-001 - BOO	0100	829.11
14630102	AMAZON CAPITAL SERVICES, INC.	12/18/2019	BLANKET FOR FISCAL YEAR 2019-2	0100	50.62
14630104	BRAIN POP	12/18/2019	UNLIMITED ACCESS TO BRAINPOP,	0100	2,550.00
14630106	CPM EDUCATIONAL PROGRAM	12/18/2019	9781603285117 - CORE CONNECTIO	0100	50.00
14630107	DION INTERNATIONAL TRUCKS LLC	12/18/2019	BUS 54 REPAIRS PARTS & MISC	0100	9,799.40
14630108	EYE PHONE CITY	12/18/2019	BLANKET FOR FISCAL YEAR 2019-2	0100	323.23
14630110	MCGRAW-HILL	12/18/2019	WONDERS CA TEACHER EDITION PAC	0100	4,930.31
14630111	MZHY EDITORS GROUP	12/18/2019	LEVEL 7 (TEXTBOOK+FLASH CARDS+	0100	63.05
14630112	OFFICE DEPOT, INC.	12/18/2019	BLANKET FOR FISCAL YEAR 2019-2	0100	888.33
14630114	RADY CHILDREN'S HOSPITAL-SD	12/18/2019	MANDATED HEALTH SCREENING SERV	0100	2,260.17
14630115	RAYNE OF SAN DIEGO	12/18/2019	BLANKET FOR FISCAL YEAR 2018-1	0100	59.00
14630116	RO HEALTH, INC	12/18/2019	V2020-057 NURSING SERVICES FOR	0100	335.69
14630117	SAN DIEGO GAS & ELECTRIC	12/18/2019	BLANKET FOR FISCAL YEAR 2019-2	0100	53,495.80

BOARD WARRANT REPORT
12/01/2019-12/31/2019

Warrant ID	Vendor Name	Payment Date	Invoice Item Description	Fund	Amount Charged to Fund
14630118	SCHOOL SERVICES OF CA, INC	12/18/2019	CONSTRUCTION BASICS ACCOUNTING	0100	275.00
14630119	SHRED IT	12/18/2019	SHREDDING	0100	1,099.69
14630120	SPARKLETTS	12/18/2019	BLANKET FOR FISCAL YEAR 2019-2	0100	396.70
14630121	TROXELL COMMUNICATIONS, INC	12/18/2019	BLANKET FOR FISCAL YEAR 2019-2	0100	1,567.77
14630122	VISTA HILL FOUNDATION	12/18/2019	V2020-034 NPS AGREEMENT FOR 20	0100	26,681.12
14630123	WINTER GARDENS SMOG & TUNE	12/18/2019	(4) VEHICLE SMOG INSPECTIONS	0100	201.00
14630124	XEROX CORPORATION	12/18/2019	BLANKET FOR FISCAL YEAR 2019-2	0100	3,668.99
14631207	AMAZON CAPITAL SERVICES, INC.	12/19/2019	BLANKET FOR FISCAL YEAR 2019-2	0100	111.75
14631208	BRIDGES ELEMENTARY	12/19/2019	V2020-058 NON PUBLIC SCHOOL FO	0100	10,000.00
14631209	DATTEL SYSTEMS INCORPORATED	12/19/2019	BLANKET FOR FISCAL YEAR 2019-2	0100	2,100.00
14631210	ERIN GARCIA, CUSTODIAN	12/19/2019	REVOLVING CASH	0100	3,089.51
14631213	LAKESIDE WATER DISTRICT	12/19/2019	BLANKET FOR FISCAL YEAR 2019-2	0100	3,690.47
14631214	OFFICE DEPOT, INC.	12/19/2019	ESS AND ASES BLANKET FOR FISCA	0100	62.68
14631217	PETER J PORTILLA	12/19/2019	DMR RADIO KIT 400-470 UHF 32 C	0100	134.69
14631218	RICOH USA, INC	12/19/2019	BLANKET FOR JULY 2019-MARCH 20	0100	700.00
14631221	TARGET RIVER	12/19/2019	I2020-011 MARKETING SERVICES	0100	4,372.50
14631222	THERAPY TRAVELERS, LLC.	12/19/2019	V2020-074 (DECEMBER 2019 BOARD	0100	7,735.00
GENERAL				0100 Total	635,824.53
14623574	EDCO DISPOSAL CORPORATION	12/5/2019	BLANKET FOR FISCAL YEAR 2019-2	1200	103.27
14624424	SAN DIEGO GAS & ELECTRIC	12/6/2019	BLANKET FOR FISCAL YEAR 2019-2	1200	1,463.86
14624952	PARKWAY BOWL	12/9/2019	OPEN PURCHASE ORDER FOR PARKWA	1200	2,692.50
14626807	MISSION FEDERAL CREDIT UNION	12/12/2019	P CARDS	1200	6,207.69
14626810	SPARKLETTS	12/12/2019	BLANKET FOR FISCAL YEAR 2019-2	1200	71.07
14627569	XEROX CORPORATION	12/13/2019	ESS BLANKET FOR COPY CHARGES F	1200	691.93
14628996	ALBERTSONS	12/17/2019	BLANKET PURCHASE ORDER FOR FIS	1200	79.84
14629010	DION & SONS, INC.	12/17/2019	BLANKET FOR FISCAL YEAR 2019-2	1200	58.38
14630117	SAN DIEGO GAS & ELECTRIC	12/18/2019	BLANKET FOR FISCAL YEAR 2019-2	1200	448.56
14630120	SPARKLETTS	12/18/2019	BLANKET FOR FISCAL YEAR 2019-2	1200	51.33
CHILD DEVELOPMENT				1200 Total	11,868.43
14623565	AMERICAN PRODUCE DISTRIBUTORS	12/5/2019	BLANKET PURCHASE ORDER FOR FIS	1300	9,399.49
14623566	CA DEPT OF EDUCATION	12/5/2019	BLANKET PURCHASE ORDER FOR FIS	1300	1,225.73
14623571	CULLIGAN	12/5/2019	BLANKET PURCHASE ORDER FOR FIS	1300	48.17
14623576	GALASSO'S BAKERY	12/5/2019	BLANKET PURCHASE ORDER FOR FIS	1300	2,586.86
14623577	GOLD STAR FOODS INC	12/5/2019	BLANKET PURCHASE ORDER FOR FIS	1300	19,850.83
14623580	TAKKT AMERICA HOLDING INC	12/5/2019	BLANKET PURCHASE ORDER FOR FIS	1300	514.09
14623581	K GRAPHICS POSTERS	12/5/2019	BLANKET PURCHASE ORDER FOR FIS	1300	468.00
14623588	P&R PAPER SUPPLY COMPANY, INC.	12/5/2019	BLANKET PURCHASE ORDER FOR FIS	1300	4,573.37
14623589	PRO-EDGE KNIFE	12/5/2019	BLANKET PURCHASE ORDER FOR FIS	1300	60.00
14623593	SEAPORT MEAT COMPANY	12/5/2019	BLANKET PURCHASE ORDER FOR FIS	1300	992.87
14623597	TEMPERATURE DESIGN REFRIGERATION	12/5/2019	BLANKET PURCHASE ORDER FOR FIS	1300	1,578.34
14623598	WEBB'S RV SUPPLY	12/5/2019	BLANKET PURCHASE ORDER FOR FIS	1300	29.61

BOARD WARRANT REPORT

12/01/2019-12/31/2019

Warrant ID	Vendor Name	Payment Date	Invoice Item Description	Fund	Amount Charged to Fund
14624942	AMAZON CAPITAL SERVICES, INC.	12/9/2019	BLANKET PURCHASE ORDER FOR FIS	1300	471.28
14626050	DOMINO'S PIZZA	12/11/2019	BLANKET PURCHASE ORDER FOR FIS	1300	9,779.36
14626061	VENISSIMO CHEESE, INC.	12/11/2019	INVOICE NO. 1/17/20 EVENT - VQ	1300	800.00
14626793	AMAZON CAPITAL SERVICES, INC.	12/12/2019	BLANKET PURCHASE ORDER FOR FIS	1300	41.31
14626807	MISSION FEDERAL CREDIT UNION	12/12/2019	P CARDS	1300	1,876.87
14626813	VERIZON WIRELESS	12/12/2019	BLANKET FOR FISCAL YEAR 2019-2	1300	54.44
14627560	AT&T	12/13/2019	BLANKET FOR FISCAL YEAR 2019-2	1300	14.64
14629001	BERNARD FOOD INDUSTRIES, INC.	12/17/2019	INVOICE NO. 00838591 SOUP BAS	1300	228.84
14629003	CHEMSEARCH	12/17/2019	WATER TREATMENT SERVICES 07/01	1300	429.65
14629007	CULLIGAN	12/17/2019	BLANKET PURCHASE ORDER FOR FIS	1300	48.17
14630105	COUNTY OF SAN DIEGO, DEH	12/18/2019	DEH - ALL SITES	1300	3,023.00
14630109	TAKKT AMERICA HOLDING INC	12/18/2019	BLANKET PURCHASE ORDER FOR FIS	1300	599.11
14630124	XEROX CORPORATION	12/18/2019	BLANKET FOR FISCAL YEAR 2019-2	1300	93.84
14631211	HOLLANDIA DAIRY	12/19/2019	BLANKET PURCHASE ORDER FOR FIS	1300	20,028.79
14631212	K GRAPHICS POSTERS	12/19/2019	BLANKET PURCHASE ORDER FOR FIS	1300	493.00
14631215	P&R PAPER SUPPLY COMPANY, INC.	12/19/2019	BLANKET PURCHASE ORDER FOR FIS	1300	4,327.59
14631216	PRO-EDGE KNIFE	12/19/2019	BLANKET PURCHASE ORDER FOR FIS	1300	60.00
14631219	SEAPORT MEAT COMPANY	12/19/2019	BLANKET PURCHASE ORDER FOR FIS	1300	822.60
14631220	SYSCO FOODS SERVICES	12/19/2019	OPEN PURCHASE ORDER FOR FISCAL	1300	784.58
14631223	WEBB'S RV SUPPLY	12/19/2019	BLANKET PURCHASE ORDER FOR FIS	1300	50.47
CAFETERIA				1300 Total	85,354.90
14624941	ALPHA STUDIO DESIGN GROUP	12/9/2019	INVOICE NO. 19-006-8 & 19-0127	2139	6,240.00
14624946	DATTEL SYSTEMS INCORPORATED	12/9/2019	1YR STAYCURRENT - ENTERPRISE C	2139	7,032.00
14625384	ALPHA STUDIO DESIGN GROUP	12/10/2019	BLANKET FOR 2019-20 LF & LV	2139	7,000.00
14626046	ALPHA STUDIO DESIGN GROUP	12/11/2019	BLANKET FOR 2019-20	2139	11,056.25
14626802	ERIC HALL & ASSOCIATES, LLC	12/12/2019	BLANKET FOR FISCAL YEAR 2019-2	2139	6,600.00
14629005	COUNTYWIDE MECHANICAL SYSTEMS INC	12/17/2019	CHANGE ORDER FROM A/P - VOUCHER	2139	7,234.70
BOND				2139 Total	45,162.95
14626801	GOLDEN OFFICE TRAILERS, INC.	12/12/2019	BLANKET FOR FISCAL YEAR 2019-2	2519	770.41
CAPITAL FACILITIES				2519 Total	770.41
14622869	U.S. BANK CORPORATE PYMT SYS	12/4/2019	CA; CARD	6200	721.36
14628398	SPECIALIZED THERAPY SERVICES	12/16/2019	SPECIALIZED THERAPY	6200	2,375.63
14628398	SPECIALIZED THERAPY SERVICES	12/16/2019	SPECIALIZED THERAPY SERVICE	6200	10,059.38
14629019	SPECIALIZED THERAPY SERVICES	12/17/2019	SPECIALIZED THERAPY SERVICES	6200	10,545.63
14629021	U.S. BANK CORPORATE PYMT SYS	12/17/2019	CAL CARD	6200	3,201.78
14630103	BARONA BAND OF MISSION INDIANS	12/18/2019	FACILITIES AND COUNSELOR	6200	29,393.05
BARONA CHARTER				6200 Total	56,296.83
14623574	EDCO DISPOSAL CORPORATION	12/5/2019	BLANKET FOR FISCAL YEAR 2019-2	6201	196.44
14624424	SAN DIEGO GAS & ELECTRIC	12/6/2019	BLANKET FOR FISCAL YEAR 2019-2	6201	6,909.06
14624943	CALIFORNIA CHARTER SCHOOL ASSO	12/9/2019	CHARTER SCHOOL MEMBERSHIP	6201	3,170.00
14624945	COX COMMUNICATIONS	12/9/2019	INTERNET	6201	235.00

BOARD WARRANT REPORT**12/01/2019-12/31/2019**

Warrant ID	Vendor Name	Payment Date	Invoice Item Description	Fund	Amount Charged to Fund
14624947	FISHER SCIENTIFIC	12/9/2019	PLANT TRAY	6201	33.58
14624949	MRC	12/9/2019	MAINTENANCE	6201	255.70
14624950	NATIONAL COMEDY THEATRE	12/9/2019	WITS TEAM BUILDING	6201	1,800.00
14626051	HOME DEPOT CREDIT SERVICES	12/11/2019	MISC SUPPLIES	6201	500.70
14626791	ABBEY PARTY RENTS	12/12/2019	CHAIRS-8TH GRADE PROMOTION	6201	980.00
14626795	CALIFORNIA COAST CREDIT UNION	12/12/2019	CAL CARDS	6201	4,675.13
14626810	SPARKLETTS	12/12/2019	BLANKET FOR FISCAL YEAR 2019-2	6201	455.43
14627560	AT&T	12/13/2019	BLANKET FOR FISCAL YEAR 2019-2	6201	88.01
14627568	SOUTHWEST SCHOOL & OFFICE SUPPLY	12/13/2019	BLANKET FOR FISCAL YEAR 2019-2	6201	622.27
14628995	AARDVARK ANT & PEST CONTROL, INC	12/17/2019	PEST CONTROL	6201	225.00
14629002	CAROLINA BIOLOGICAL SUPPLY	12/17/2019	BLANKET FOR 2019-20 FISCAL YER	6201	359.40
14629015	MIKE FARMER ENTERTAINMENT	12/17/2019	DJ SERVICE FOR HIGH SCHOOL GRA	6201	250.00
14630113	PITNEY BOWES INC.	12/18/2019	POSTAGE	6201	39.99
14630117	SAN DIEGO GAS & ELECTRIC	12/18/2019	BLANKET FOR FISCAL YEAR 2019-2	6201	2,167.97
14630120	SPARKLETTS	12/18/2019	BLANKET FOR FISCAL YEAR 2019-2	6201	69.47
14631224	WILKINSON HADLEY KING & CO LLP	12/19/2019	PROGRESS BILL FOR 2018-19 AUDI	6201	4,440.00
RIVER VALLEY CHARTER				6201 Total	27,473.15
Grand Total					862,751.20

LAKESIDE UNION SCHOOL DISTRICT

Governing Board Meeting Date: January 16, 2020

Agenda Item:

REVOLVING CASH REGISTER

Background (Describe purpose/rationale of the agenda item):

LISTING OF ALL TRANSACTIONS (REIMBURSEMENTS, MILEAGE EXPENSES ETC) FOR THE MONTH PRIOR TO BOARD MEETING.

Fiscal Impact (Cost):

\$23,401.04

Funding Source:

GENERAL FUND, DONATION ACCOUNTS, ETC.

Addresses Emphasis Goal(s):

☒ **#1:** Academic Achievement

☐ **#2:** Social Emotional

☐ **#3:** Physical Environments

Recommended Action:

☐ **Informational**

☐ **Denial/Rejection**

☐ **Discussion**

☒ **Ratification**

☒ **Approval**

☐ **Explanation:** Click here to enter text.

☐ **Adoption**

Originating Department/School: Business Services

Submitted/Recommended By:

Approved for Submission to the Governing Board:


Erin Garcia, Assistant Superintendent


Dr. Andy Johnsen, Superintendent

Reviewed by Cabinet Member 

Lakeside Union School District
Revolving Cash Register
December 2019

Date	Num	Name	Memo/Description	Amount
12/02/2019	38412	Michelle Williams	November 2019 Payroll - Incorrect Routing Number On ACH.	-1,618.21
12/03/2019	38413	Jessica Gastineau	November 2019 Payroll - ACH Account Was Closed.	-1,034.91
12/03/2019	38414	Samantha McCall	November 2019 Payroll - ACH Account Closed.	-203.24
12/04/2019	38415	GRANT SEIME	OCT 2019 PAYROLL ERROR	-386.59
12/05/2019	38416	VOIDED CHECK	Void-Check Printed Incorrectly	0.00
12/05/2019	38417	VOIDED CHECK	Void-Check Printed Incorrectly	0.00
12/05/2019	38418	VOIDED CHECK	Void-Check Printed Incorrectly	0.00
12/05/2019	38419	VOIDED CHECK	Void-Check Printed Incorrectly	0.00
12/05/2019	38420	VOIDED CHECK	Void-Check Printed Incorrectly	0.00
12/05/2019	38421	VOIDED CHECK	Void-Check Printed Incorrectly	0.00
12/05/2019	38422	VOIDED CHECK	Void-Check Printed Incorrectly	0.00
12/05/2019	38423	VOIDED CHECK	Void-Check Printed Incorrectly	0.00
12/05/2019	38424	VOIDED CHECK	Void-Check Printed Incorrectly	0.00
12/05/2019	38425	VOIDED CHECK	Void-Check Printed Incorrectly	0.00
12/05/2019	38426	VOIDED CHECK	Void-Check Printed Incorrectly	0.00
12/05/2019	38427	VOIDED CHECK	Void-Check Printed Incorrectly	0.00
12/05/2019	38428	VOIDED CHECK	Void-Check Printed Incorrectly	0.00
12/05/2019	38429	VOIDED CHECK	Void-Check Printed Incorrectly	0.00
12/05/2019	38430	VOIDED CHECK	Void-Check Printed Incorrectly	0.00
12/05/2019	38431	Sandra Ambrosia	Refund Of Jon's School Lunch Account.	-15.00
12/05/2019	38432	Richard Benzing	Payton's & Amazon - Pipe Adapter, Epson Brite Ink.	-49.01
12/05/2019	38433	Lucretia Browning	Puzzle Game, Puzzles, Cotton Balls, Air Freshener, Christmas Ribbon.	-40.78
12/05/2019	38434	Lisa Delgado	Detallitos Digitales - Banners For EL Family Night.	-92.00
12/05/2019	38435	Lisa DeRosier	Costco - Refreshments For District Meetings 12/1/19.	-49.96
12/05/2019	38436	Erin Garcia	Costco - Food Items For EH Ribbon Cutting Ceremony.	-29.97
12/05/2019	38437	Davinee Huden	Big Lots - Harvest Road, Fruit By The Foot.	-52.10
12/05/2019	38438	Tara Meade	Home Depot - Hydroponics & Gardening Supplies.	-102.19
12/05/2019	38439	Brian Mendoza	(3) C Connectors, (2) 16 Blue Tooth Sprocket, Chain Breaker, Bronze Bushing, (2) Spacer, (2) Hub Spacer For Robotics.	-121.79
12/05/2019	38440	Nettie Mills	Refund Of Bruce Kirby & Myloh Mills Bus Passes.	-48.00
12/05/2019	38441	Emily Okerlund	Target - STEM Building Blocks.	-23.71
12/05/2019	38442	Jackie Siragusa	RTO - Walkie Talkie Antenna	-66.30
12/05/2019	38443	Jennifer Speedie	Lumber For Garden, Straws & Basket Bags For Candyland, Glitter, Candy Decor & Cones For Candyland.	-88.60
12/05/2019	38444	Julie Cohen	October Teaching On Prep Error - Was Paid For 9 And Should Have Been Paid For 23.	-903.59
12/09/2019	38445	Mike Cannone	Partial Refund Of Peyton Cannone's 6th Grade Camp Deposit.	-50.00
12/09/2019	38446	LUSD	Deposited To Revolving Cash In Error.	-15,052.05
12/11/2019	38447	Rachel Altman	Science Supplies	-35.46
12/11/2019	38448	Kelly Blum	(3) Measurement/Addition/Subtraction Math Game.	-105.13
12/11/2019	38449	Catherine Calvert	Photos For Class Projects.	-12.64
12/11/2019	38450	Jessica Carroll	Reimbursement For Parent Visit to Devereux Victoria - M. Willcoxson 11/16/2019-11/17/2019.	-323.49
12/11/2019	38451	Grace Cox	Supplies For International Delegation Visit.	-9.29
12/11/2019	38452	Bridge Gambardella	Supplies For Preschool - Photo's, Battery For Classroom iPad.	-284.51
12/11/2019	38453	Guadalupe Gonzalez	November 2019 Mileage Reimbursement.	-9.92
12/11/2019	38454	Jerardo Hernandez	Scholar Athlete 2019-2020.	-240.00
12/11/2019	38455	Johnny Nguyen	Home Depot - Dremel Cut Wheels, Hex Nuts, Hex Bolts (For Steam Fair).	-75.25
12/11/2019	38456	Kelli Plaisted	Students Incentives - Wonka Party Fav Bags.	-73.20
12/11/2019	38457	Sandra Scott	November 2019 Mileage Reimbursement.	-24.36
12/11/2019	38458	Kate Suter	November 2019 Mileage.	-4.35
12/11/2019	38459	Roseanne Thomas	Refund Of Mary Thomas' School Lunch Account.	-17.00
12/11/2019	38460	Austin Wollitz	(3 packs) Duracell D Batteries.	-29.06
12/12/2019	38461	Leslie Procter	Portable Voice Amplifier.	-43.08

Date	Num	Name	Memo/Description	Amount
12/12/2019	38462	Kim Messina	Mic Stands, Icicle Lights, Safety Pins, Combs For Hairpieces, Tulle For Hairpieces.	-290.45
12/17/2019	38463	Stacey Barton	Refund Of Nolan's School Lunch Account.	-64.50
12/17/2019	38464	Lucretia Browning	Christmas Craft Supplies, Elf On The Shelf Supplies, Cooking Supplies.	-65.95
12/17/2019	38465	Kiteemi Buettgenbach	Items For Principal Office Chat With Parents.	-16.38
12/17/2019	38466	Chao-Ju Chen	Quizlet Teacher Account.	-35.99
12/17/2019	38467	Diane Cullen	Target & Office Depot - Pens & Ink Cartridge, Glue Sticks, Folders, Halloween Pencils.	-27.30
12/17/2019	38468	Alisha Debusk	Conference Parking	-54.00
12/17/2019	38469	Nicki Fisher	Costco - Photos For Class Project.	-12.09
12/17/2019	38470	Bridget Gambardella	Office Depot - Curriculum Copies	-67.90
12/17/2019	38471	PJ Chilchrist	Michaels - Holiday Craft Supplies.	-63.56
12/17/2019	38472	Jerry Hernandez	Scholar Athlete 2019-2020 & School Planners.	-299.72
12/17/2019	38473	Stefani Hodges	Refund Of Kensley Hodges' School Lunch Account.	-275.00
12/17/2019	38474	Brad Lappin	Supplies For PLTW Class -Vinegar, Sandwich Bag, PVC40.	-13.88
12/17/2019	38475	Jamie Lykins	Liquid Gesso (Art Supply).	-31.43
12/17/2019	38476	Wade Nielsen	Dollar Tree - Headphones for iPads.	-43.40
12/17/2019	38477	Sharon Sullinger	Thanksgiving & Christmas Curriculum, Halloween STEAM Day, NGSS Pumpkin Materials, Gratitude Project, Pictures For Creative Writing, LIT Circle Books, Secret Santa, Incentives.	-476.74
12/17/2019	38478	Caitlin Sullivan	Halloween Decor, Alphabet Box, Kinetic Sand, Magnetic Letters, Holiday Decor.	-130.64
12/17/2019	38479	Elaine Thornton	Model Dough, Foam Cone, Photos, Scholastic Book Order.	-117.37
				-\$ 23,401.04

LAKE SIDE UNION SCHOOL DISTRICT

Governing Board Meeting Date: January 16, 2020

Agenda Item:

Ratification of Purchase Orders and Change Orders Listing (December 1, 2019 to December 31, 2019)

Background (Describe purpose/rationale of the agenda item):

The Governing Board must ratify all purchase orders and change orders that have been created pursuant to the authority granted under Education Code 17605 and Board Policy 3300 that authorizes staff to purchase supplies, materials, equipment, and services up to the amounts specified in Public Contract Code 20111. In addition, the Governing Board should review and ratify all purchase orders and change orders created as a result of prior Board approval. A list of purchase orders and change orders for the period of December 1, 2019, through December 31, 2019 is attached.

Fiscal Impact (Cost):

\$415,661.95

Funding Source:

General Fund Total: \$96,604.62, Pre-School Fund Total: N/A, Food Services Fund Total: \$8,107.33, Bond Fund Total: \$310,950.00, and Developer Fees Fund Total: N/A

Addresses Emphasis Goal(s):

☐ #1: Academic Achievement ☐ #2: Social Emotional ☐ #3: Physical Environments

Recommended Action:

☐ Informational ☐ Denial/Rejection
☐ Discussion ☒ Ratification
☐ Approval ☐ Explanation: [Click here to enter text.](#)
☐ Adoption

Originating Department/School: Business Services

Submitted/Recommended By:

Approved for Submission to the Governing Board:


Erin Garcia, Assistant Superintendent


Dr. Andy Johnsen, Superintendent

Reviewed by Cabinet Member 

DECEMBER 2019 PURCHASE ORDERS

PO No.	Supplier	PO Ref	Fund	Site	Total
0000005634	TURNAROUND SCHOOLS	BOOKS - LV	0100	LV	510.40
0000005636	DENNIS COOK ROOFING INC	V2020-075 ROOFING SVCS-MAINT	0100	MAINT	5,820.00
0000005637	DEPT OF INDUSTRIAL RELATIONS	LIFT INSPECTION - MAINT	0100	MAINT	125.00
0000005639	Tobii Dynavox LLC	SOFTWARE RENEWAL - SPED	0100	SPED	5,104.35
0000005643	CONSCIOUS TEACHING	I2020-005 PROF DEV - PUP SVCS	0100	PUP SVCS	25,200.00
0000005644	SPELL CITY	VOCAB SOFTWARE - LV	0100	LV	540.00
0000005651	DIESEL PRINT CO	NOON DUTY VESTS - LMS	0100	LMS	168.69
0000005653	VALLEY TRACTOR & EQUIPMENT	TRACTOR PART - MAINT	0100	MAINT	213.35
0000005654	BJ'S RENTALS, INC.	TRACTOR RENTAL - MAINT	0100	MAINT	571.00
0000005656	MCGRAW-HILL	BOOKS - ED SVCS	0100	ED SVCS	4,356.99
0000005657	AHERN RENTALS	TDS HVAC - MAINT	0100	MAINT	841.80
0000005658	THE PRINT BUTTON	PRINTED ENVELOPES - ED SVCS	0100	ED SVCS	1,305.82
0000005659	LISTEN INNOVATION INC	SOFTWARE RENEWAL - LMS	0100	LMS	798.00
0000005660	ALL FOUR STRINGS	VIOLIN CASES & REPAIRS - LMS	0100	LMS	605.19
0000005661	DION INTERNATIONAL TRUCKS LLC	BUS PARTS & REPAIRS - TRANS	0100	TRANS	9,816.53
0000005662	BRAIN POP	SOFTWARE - RV	0100	RV	2,550.00
0000005664	PITSCO, INC	TETRIX WHEELS - LMS	0100	LMS	177.77
0000005667	KYOCERA DOCUMENT SOLUTIONS WEST, LLC	BLANKET 19-20 LEASE 6003i-LF	0100	LF	463.92
0000005668	KYOCERA DOCUMENT SOLUTIONS WEST, LLC	BLANKET 19-20 SERVICE 6003i-LF	0100	LF	210.00
0000005669	AZTEC FIRE & SAFETY INC.	FIRE SPRINKLER REPAIRS - MAINT	0100	MAINT	949.28
0000005670	WINTER GARDENS SMOG & TUNE	SMOG TESTS (4) - MAINT	0100	MAINT	173.75
0000005672	SCHOOL SERVICES OF CA, INC	T&C - BUS SVCS	0100	BUS SVCS	275.00
0000005673	DATTEL SYSTEMS INCORPORATED	LAPTOP AND DOCK - HR	0100	HR	2,163.62
0000005674	NCS PEARSON, INC	RECORDING FORMS - SPED	0100	SPED	16.97
0000005675	ARC ERGONOMICS	CHAIR AND FOOTREST - HR	0100	HR	723.38
0000005676	RITUAL BAKERY LLC	FFA FUNDRAISING ITEMS - LMS	0100	LMS	1,473.55
0000005677	CPM EDUCATIONAL PROGRAM	EBOOKS FOR CORE - TDS	0100	TDS	50.00
0000005679	WINTER GARDENS SMOG & TUNE	VEHICLE SMOG - TECH	0100	TECH	39.75
0000005680	WELLS FARGO VENDOR FINANCIAL SERVICES	6003i LEASE - LMS	0100	LMS	1,074.75
0000005681	SUPER DUPER PUBLICATIONS	FORMS - SPED	0100	SPED	193.95
0000005683	ORANGE COUNTY DEPT. OF EDU.	RMTS FEES FOR SMAA - BUS SVCS	0100	BUS SVCS	96.48
0000005684	NVLS PROFESSIONAL SERVICES LLC	ERATE CONSULTANT - BUS SVCS	0100	BUS SVCS	3,400.00
0000005685	NCS PEARSON, INC	RESPONSE AND CODING FORMS-SPED	0100	SPED	2,128.73
0000005686	PAR, INC.	INSTRUCTIONAL MTLs - PSYCH	0100	PSYCH	2,381.70
0000005687	RIVERSIDE ASSESSMENTS, LLC	RECORDING FORMS - SPED	0100	SPED	1,844.26
0000005688	NORTH INLAND SELPA	T&C - SPED	0100	SPED	240.00
0000005689	A. MACIEL PRINTING, LLC	PRINTING SERVICES - SUPT	0100	SUPT	6,906.39
0000005690	WESTERN ENVIRONMENTAL & SAFETY	AHERA INSPECTION - MAINT	0100	MAINT	1,145.00
0000005691	AIR POLLUTION CONTROL DISTRICT	EMISSION FEES - TRANS	0100	TRANS	595.00

DECEMBER 2019 PURCHASE ORDERS

PO No.	Supplier	PO Ref	Fund	Site	Total
0000005692	NAVIGATE PREPARED	V2018-095 LIC. RENEWAL - SUPT	0100	SUPT	9,600.00
0000005693	WINTER GARDENS SMOG & TUNE	SMOG INSPECTIONS - TRANS	0100	TRANS	129.25
0000005694	COAST MUSIC THERAPY INC.	V2020-040 MUSIC THERAPY - SPED	0100	SPED	125.00
					95,104.62
0000005645	VENISSIMO CHEESE, INC.	CHEESE MAKING CLASS - FS	1300	FS	800.00
0000005650	BERNARD FOOD INDUSTRIES, INC.	FOOD - FS	1300	FS	228.84
0000005671	COUNTY OF SAN DIEGO, DEH	DEPT. ENVIRON HEALTH FEES - FS	1300	FS	3,023.00
0000005678	THE PRINT BUTTON	BUSINESS CARDS - FS	1300	FS	55.49
					4,107.33
0000005641	ALPHA STUDIO DESIGN GROUP	EH SHADE STRUCTURE - BOND	2139	BOND	1,500.00
0000005642	ALPHA STUDIO DESIGN GROUP	VIDEO SURVEILLANCE - BOND	2139	BOND	4,740.00
0000005646	ALPHA STUDIO DESIGN GROUP	BLANKET EH PARKING LOT - BOND	2139	BOND	35,200.00
0000005647	ALPHA STUDIO DESIGN GROUP	BLANKET LC PARKING LOT - BOND	2139	BOND	44,350.00
0000005648	ALPHA STUDIO DESIGN GROUP	BLANKET RV PARKING LOT - BOND	2139	BOND	65,450.00
0000005649	ALPHA STUDIO DESIGN GROUP	BLANKET LV PARKING LOT - BOND	2139	BOND	35,850.00
0000005655	ALPHA STUDIO DESIGN GROUP	LF PARKING LOT - BOND	2139	BOND	93,100.00
0000005663	CONSULTING & INSPECTION SERVICES, LLC	EH FIRE ALARM - BOND	2139	BOND	15,380.00
0000005665	CONSULTING & INSPECTION SERVICES, LLC	WG FIRE ALARM - BOND	2139	BOND	15,380.00
					310,950.00
CHANGE ORDER AMOUNT INFORMATION					
0000005084	ROCK AND BLOCK HARDSCAPE SUPPLY	CHANGE ORDER - MAINT	0100	MAINT	1,500.00
					1,500.00
0000005073	MORSCO SUPPLY, LLC	CHANGE ORDER - FS	1300	FS	4,000.00
					4,000.00
		TOTAL PURCHASE ORDERS			410,161.95
		TOTAL CHANGE ORDERS			5,500.00
		TOTAL PO'S & C/O'S			415,661.95

LAKE SIDE UNION SCHOOL DISTRICT

Governing Board Meeting Date: January 16, 2020

Agenda Item:

Ratification of P Card expenditure transactions for the month of November 2019.

Background (Describe purpose/rationale of the agenda item):

It is recommended that The Governing Board approve/ratify expenditure transactions charged to District P Cards for the month of November 2019.

Fiscal Impact (Cost):

\$22,295.18

Funding Source:

General Fund Total: \$14,920.45, Child Development Fund Total: \$6,207.69, Food Services Fund Total: \$1,167.04

Addresses Emphasis Goal(s):

☐ #1: Academic Achievement

☐ #2: Social Emotional

☐ #3: Physical Environments

Recommended Action:

☐ Informational

☐ Denial/Rejection

☐ Discussion

☒ Ratification

☐ Approval

☐ Explanation: [Click here to enter text.](#)

☐ Adoption


Originating Department/School: Business Services

Submitted/Recommended By:

Approved for Submission to the Governing Board:



Erin Garcia, Assistant Superintendent



Dr. Andy Johnsen, Superintendent

Reviewed by Cabinet Member



NOVEMBER 2019 MISSION FEDERAL P-CARD LEDGER

ACCT NAME	POST DATE	AMT	MERCHANT NAME	FIN.ACCOUNTING CODE	FIN.EXPENSE DESCRIPTION
BEISIGL,BRIAN	11/17/2019	\$ 197.96	SOUTHWEST AIRLINES	0100 7311000 0000 7700 5200010 189 670	ROUND TRIP FLIGHT FOR A.NEWMARK TO CONFERENCE IN TEXAS JAN. 2020
TOTAL CHARGED TO BUDGET		\$ 197.96		0100 7311000 0000 7700 5200010 189 670	
BEISIGL,BRIAN	11/17/2019	\$ 25.00	SOUTHWEST AIRLINES	0100 0000000 0000 7200 5200010 189 730	EARLY BIRD CHECK IN FOR FLIGHT TO CONF. IN TEXAS (EMPLOYEE TO REIMBURSE)
BEISIGL,BRIAN	11/17/2019	\$ 25.00	SOUTHWEST AIRLINES	0100 0000000 0000 7200 5200010 189 730	EARLY BIRD CHECK IN FOR FLIGHT TO CONF. IN TEXAS (EMPLOYEE TO REIMBURSE)
TOTAL CHARGED TO BUDGET		\$ 50.00		0100 0000000 0000 7200 5200010 189 730	
BEISIGL,BRIAN	11/05/2019	\$ 29.00	PAYPAL *GOOGLEADDON	0100 0000000 0000 7700 5800000 189 730	GOOGLE FORMS NOTIFICATIONS
BEISIGL,BRIAN	11/04/2019	\$ 297.79	AMAZON WEB SERVICES	0100 0000000 0000 7700 5800000 189 730	LUSD'S OFFSITE CLOUD BACK-UP SYSTEM-MONTHLY CHARGE
TOTAL CHARGED TO BUDGET		\$ 326.79		0100 0000000 0000 7700 5800000 189 730	
BOWMAN,ROBYN	11/27/2019	\$ 3.23	WM SUPERCENTER #2253	1200-6105000-0001-1000-4300000-376-205	FERBREZE AIR FRESHENER
BOWMAN,ROBYN	11/27/2019	\$ 440.81	SAMSClub #6235	1200-6105000-0001-1000-4300000-376-205	MISC PROGRAM SUPP. INCLUDING PAPER GOODS, CLEANING SUPPLIES, SNACKS, ETC.
BOWMAN,ROBYN	11/27/2019	\$ 161.61	WWW.KOHL'S.COM #0873	1200-6105000-0001-1000-4300000-376-205	SHARK ROTATOR PROFESSIONAL LIFT-AWAY VACUUM
BOWMAN,ROBYN	11/25/2019	\$ 188.64	SAMSClub #6235	1200-6105000-0001-1000-4300000-376-205	PROGRAM SUPPLIES INCLUDING PAPER GOODS, SNACKS, CLEANING SUPPLIES, ETC
BOWMAN,ROBYN	11/25/2019	\$ 177.59	OTC BRANDS INC	1200-6105000-0001-1000-4300000-376-205	MISC HOLIDAY CRAFT SUPPLIES
BOWMAN,ROBYN	11/22/2019	\$ 104.59	DOLLAR TREE	1200-6105000-0001-1000-4300000-376-205	MISC HOLIDAY DECORATIONS
BOWMAN,ROBYN	11/15/2019	\$ 8.62	DOLLAR TREE	1200-6105000-0001-1000-4300000-376-205	MISC SUPPLIES FOR PROGRAM.
BOWMAN,ROBYN	11/03/2019	\$ 22.82	BED BATH & BEYOND #474	1200-6105000-0001-1000-4300000-376-205	HOLIDAY DECORATIONS FOR CENTER
TOTAL CHARGED TO BUDGET		\$ 1,107.91		1200-6105000-0001-1000-4300000-376-205	
BOWMAN,ROBYN	11/26/2019	\$ 89.99	WWW COSTCO COM	1200-6105000-0001-1000-5800092-376-205	WINDOWS 365 FOR LAPTOP
BOWMAN,ROBYN	11/07/2019	\$ 69.99	MICROSOFT*STORE	1200-6105000-0001-1000-5800092-376-205	MICROSOFT 365 PERSONAL USE SUBSCRIPTION
TOTAL CHARGED TO BUDGET		\$ 159.98		1200-6105000-0001-1000-5800092-376-205	
BOWMAN,ROBYN	11/27/2019	\$ 555.50	WWW COSTCO COM	1200-9010200-0001-1000-4400010-082-205	SPLIT - HP LAPTOP COMPUTER FOR LEAPP CHECK IN (2 OF 2) (50%)
TOTAL CHARGED TO BUDGET		\$ 555.50		1200-9010200-0001-1000-4400010-082-205	
BOWMAN,ROBYN	11/27/2019	\$ 555.51	WWW COSTCO COM	1200-9010200-8500-5000-4400010-082-205	SPLIT - HP LAPTOP COMPUTER FOR LEAPP CHECK IN (1 OF 2) (50%)
TOTAL CHARGED TO BUDGET		\$ 555.51		1200-9010200-8500-5000-4400010-082-205	
COX,GRACE	11/19/2019	\$ 199.99	EVERYDAY SPEECH LLC -	0100 0980000 1110 1000 4300000 384 190	PBIS CURRICULUM
TOTAL CHARGED TO BUDGET		\$ 199.99		0100 0980000 1110 1000 4300000 384 190	
COX,GRACE	11/15/2019	\$ 55.49	JEWELL ENTERPRISES SD	0100 1100000 1110 1000 4300000 384 190	BUSINESS CARDS FOR GRACE COX, PRINCIPAL
TOTAL CHARGED TO BUDGET		\$ 55.49		0100 1100000 1110 1000 4300000 384 190	
DEROSIER,LISA A	11/25/2019	\$ (27.11)	HOBBY-LOBBY #658	0100 0000000 0000 7200 4300000 189 610	FRAME RETURNED AND A NEW ONE WAS RE-PURCHASED
DEROSIER,LISA A	11/25/2019	\$ 37.96	HOBBY-LOBBY #658	0100 0000000 0000 7200 4300000 189 610	FRAME FOR STUDENT PROFILE POSTER IN THINK TANK
DEROSIER,LISA A	11/21/2019	\$ (53.86)	BESTBUYCOM805660234861	0100 0000000 0000 7200 4300000 189 610	REFUND ON MICROPHONE NOT PICKED UP
DEROSIER,LISA A	11/21/2019	\$ 53.86	BESTBUYCOM805662156305	0100 0000000 0000 7200 4300000 189 610	MICROPHONE - DIDN'T PICK UP (REFUND TO FOLLOW)
DEROSIER,LISA A	11/17/2019	\$ 693.48	PROMO DIRECT	0100 0000000 0000 7200 4300000 189 610	LOGO'D COFFEE MUGS FOR GUESTS AND RECOGNITIONS.
DEROSIER,LISA A	11/15/2019	\$ 24.89	ALLIES GIFTS AND SHIPP	0100 0000000 0000 7200 4300000 189 610	OVERNIGHT POSTAGE TO ATTORNEY.
DEROSIER,LISA A	11/08/2019	\$ 27.11	HOBBY-LOBBY #658	0100 0000000 0000 7200 4300000 189 610	FRAME FOR STUDENT PROFILE POSTER FOR THINK TANK.
TOTAL CHARGED TO BUDGET		\$ 756.33		0100 0000000 0000 7200 4300000 189 610	
DEROSIER,LISA A	11/14/2019	\$ 53.86	BESTBUYCOM805660234861	0100 0000000 0000 7200 4300000 189 610	MICROPHONE - REFUND TO FOLLOW (WASN'T PICKED UP)
TOTAL CHARGED TO BUDGET		\$ 53.86		0100 0000000 0000 7200 4300000 189 610	
DEROSIER,LISA A	11/19/2019	\$ 725.00	THE BREAKTHROUGH COACH	0100 0000000 0000 7200 5200010 189 610	REGISTRATION FOR L. HARDIMAN AND C. STROMAN MAR. 2020
DEROSIER,LISA A	11/19/2019	\$ 725.00	THE BREAKTHROUGH COACH	0100 0000000 0000 7200 5200010 189 610	REGISTRATION FOR S. COBLE AND B. HARDING MAR. 2020
TOTAL CHARGED TO BUDGET		\$ 1,450.00		0100 0000000 0000 7200 5200010 189 610	
DRAMMISSI,NINA	11/05/2019	\$ 200.00	SAN DIEGO COUNTY SUPER	0100-0952100-1110-1000-5800076-376-170	SCIENCE FIELD DAY REGISRATION
TOTAL CHARGED TO BUDGET		\$ 200.00		0100-0952100-1110-1000-5800076-376-170	
GARCIA,ERIN	11/20/2019	\$ 124.99	HARLANDCLARKECHECKPRNT	0100 0000000 0000 7200 4300000 189 670	PAPER FOR PRINTING WARRANTS
GARCIA,ERIN	11/15/2019	\$ 50.00	SAN DIEGO REV AND REC	0100 0000000 0000 7200 4300000 189 670	FILING FEE FOR TDS PROJECT
TOTAL CHARGED TO BUDGET		\$ 174.99		0100 0000000 0000 7200 4300000 189 670	
GARCIA,ERIN	11/25/2019	\$ (71.56)	MARRIOTT	0100 0000000 0000 7200 5200010 189 670	CREDIT OF EXPENSES - HOTEL AT CBO SYMPOSIUM
GARCIA,ERIN	11/22/2019	\$ 500.00	MARRIOTT	0100 0000000 0000 7200 5200010 189 670	HOTEL FOR E. GARCIA-CBO SYMPOSIUM 2019
GARCIA,ERIN	11/17/2019	\$ 250.00	SCHOOL SERVICES OF CAL	0100 0000000 0000 7200 5200010 189 670	GOVERNOR'S BUDGET WORKSHOP-SSC-MIRANDA DURNING JAN. 2020
GARCIA,ERIN	11/10/2019	\$ 241.32	MARRIOTT	0100 0000000 0000 7200 5200010 189 670	(SPLIT) HOTEL FOR R.CAMARERO & H.TUCKER-DIGITAL SCHOOLS CONF. NOV. 2019
GARCIA,ERIN	11/10/2019	\$ 482.64	MARRIOTT	0100 0000000 0000 7200 5200010 189 670	HOTEL FOR S. ORAHOOD & K.WUTZKE-DIGITAL SCHOOLS CONF. NOV. 2019
GARCIA,ERIN	11/08/2019	\$ 19.93	LYFT *RIDE THU 3PM	0100 0000000 0000 7200 5200010 189 670	AIRPORT RIDE-DIGITAL SCHOOLS CONFERENCE
TOTAL CHARGED TO BUDGET		\$ 1,422.33		0100 0000000 0000 7200 5200010 189 670	
GARCIA,ERIN	11/10/2019	\$ 241.32	MARRIOTT	0100 0000000 0000 7200 5200010 189 650	(SPLIT) HOTEL FOR R.CAMARERO & H.TUCKER-DIGITAL SCHOOLS CONF. NOV. 2019
TOTAL CHARGED TO BUDGET		\$ 241.32		0100 0000000 0000 7200 5200010 189 650	
GARCIA,ERIN	11/15/2019	\$ 0.45	SD REV AND REC CONV FE	0100 0000000 0000 7200 5800000 189 670	CREDIT CARD PROCESSING-FILING FEE
TOTAL CHARGED TO BUDGET		\$ 0.45		0100 0000000 0000 7200 5800000 189 670	
GARCIA,ERIN	11/20/2019	\$ 22.54	ALLIES GIFTS AND SHIPP	0100 0000000 0000 7200 5900010 189 670	MAILING OF 2020 BOND ELECTION LETTERS TO CITY OFFICIALS
TOTAL CHARGED TO BUDGET		\$ 22.54		0100 0000000 0000 7200 5900010 189 670	

NOVEMBER 2019 MISSION FEDERAL P-CARD LEDGER

GARCIA,ERIN	11/07/2019	\$ 510.88	ENTERPRISE RENT-A-CAR	1300 5310000 0000 3700 5600000 189 770	FOOD SERVICE VEHICLE RENTAL
TOTAL CHARGED TO BUDGET		\$ 510.88		1300 5310000 0000 3700 5600000 189 770	
GREEN,TESSA	11/10/2019	\$ 235.84	ANDY GUMP INC	0100 0300633 1110 1000 5800000 047 270	PORTABLE TOLIET FOR RIVER PARK FIELD TRIP
TOTAL CHARGED TO BUDGET		\$ 235.84		0100 0300633 1110 1000 5800000 047 270	
GREEN,TESSA	11/07/2019	\$ 335.02	SOCALBALLET-F39E7T1	0100 0300642 1110 1000 5800076 047 270	FIELD TRIP FOR DRAMA CLASS
TOTAL CHARGED TO BUDGET		\$ 335.02		0100 0300642 1110 1000 5800076 047 270	
GREEN,TESSA	11/19/2019	\$ 134.69	LITTLE CAESARS 3154-00	0100 0300675 1110 1000 4300000 047 270	PIZZAS FOR CHARGERS DAY EVENT
TOTAL CHARGED TO BUDGET		\$ 134.69		0100 0300675 1110 1000 4300000 047 270	
GREEN,TESSA	11/18/2019	\$ 158.92	NATIONALGYM SUPPLY	0100 1100000 1110 1000 4300000 047 270	PARTS FOR PE EQUIPMENT
	11/03/2019	\$ 27.97	SMART AND FINAL 929	0100 1100000 1110 1000 4300000 047 270	SNACKS FOR SATURDAY SCHOOL NOV. 2
TOTAL CHARGED TO BUDGET		\$ 186.89		0100 1100000 1110 1000 4300000 047 270	
HARDIMAN,LESLIE	11/05/2019	\$ 92.61	VEX ROBOTICS INC	0100 0300208 1110 1000 4300000 047 270	ROBOTICS FIELD SIZING TOOL
TOTAL CHARGED TO BUDGET		\$ 92.61		0100 0300208 1110 1000 4300000 047 270	
HARDIMAN,LESLIE	11/15/2019	\$ 222.64	BACKDROP	0100 0960000 1110 1000 4300000 047 270	PHOTO BOOTH BACKDROP DISPLAY AND STAND
	11/06/2019	\$ 1,830.20	PAYPAL *E L ACHIEVE	0100 0960000 1110 1000 4300000 047 270	EL LEARNING MATERIALS
TOTAL CHARGED TO BUDGET		\$ 2,052.84		0100 0960000 1110 1000 4300000 047 270	
JOHNSEN,ANDREW	11/18/2019	\$ 20.48	BEST BUY MHT 00015339	0100 0000000 0000 7200 4300000 189 610	USB CHARGER FOR ANDY'S LAPTOP
	11/11/2019	\$ 22.99	APPLE.COM/BILL	0100 0000000 0000 7200 4300000 189 610	AUDIO BOOK: CONTAGIOUS CULTURE
TOTAL CHARGED TO BUDGET		\$ 43.47		0100 0000000 0000 7200 4300000 189 610	
JOHNSEN,ANDREW	11/24/2019	\$ 1,010.00	AMERICAN ASSOC OF SCHO	0100 0000000 0000 7200 5300000 189 610	MEMBERSHIP TO AASA FOR A JOHNSEN
TOTAL CHARGED TO BUDGET		\$ 1,010.00		0100 0000000 0000 7200 5300000 189 610	
JOHNSEN,ANDREW	11/21/2019	\$ 725.00	THE BREAKTHROUGH COACH	0100 0000000 0000 7200 5200010 189 610	REG. FOR BREAKTHROUGH COACH - G. COX & M. ROBERTSON MAR. 2020
	11/21/2019	\$ 725.00	THE BREAKTHROUGH COACH	0100 0000000 0000 7200 5200010 189 610	REG. FOR BREAKTHROUGH COACH - H. PETERSON & P. MCKAY MAR. 2020
	11/03/2019	\$ 93.00	CSBA	0100 0000000 0000 7200 5200010 189 610	ACSA SUPERINTENDENT'S LUNCHEON AT CSBA DEC. 2019
TOTAL CHARGED TO BUDGET		\$ 1,543.00		0100 0000000 0000 7200 5200010 189 610	
JOHNSEN,ANDREW	11/26/2019	\$ 7.92	SAN DIEGO UNION TRIB-S	0100 0000000 0000 7200 5800000 189 610	UNION TRIBUNE SUBSCRIPTION
TOTAL CHARGED TO BUDGET		\$ 7.92		0100 0000000 0000 7200 5800000 189 610	
KEIPER,KEITH	11/25/2019	\$ 17.95	STARBUCKS STORE 15511	0100 0300601 1110 1000 4300000 092 230	DONUTS FOR ELAC MEETING 11/22/19
	11/24/2019	\$ 19.98	MARY'S DONUTS	0100 0300601 1110 1000 4300000 092 230	COFFEE FOR ELAC MEETING 11/22/19
	11/11/2019	\$ 53.85	STARBUCKS STORE 15511	0100 0300601 1110 1000 4300000 092 230	COFFEE FOR BREAKFAST W/PRINCIPAL & VETERANS DAY BREAKFAST
	11/10/2019	\$ 29.97	MARY'S DONUTS	0100 0300601 1110 1000 4300000 092 230	DONUTS FOR BREAKFAST W/PRINCIPAL & VETERANS DAY BREAKFAST
TOTAL CHARGED TO BUDGET		\$ 121.75		0100 0300601 1110 1000 4300000 092 230	
KEIPER,KEITH	11/08/2019	\$ 140.08	SCHOLASTIC, INC.	0100 1100000 0000 1000 4300000 092 230	SUPPLIES FOR TEACHER FRALEY
TOTAL CHARGED TO BUDGET		\$ 140.08		0100 1100000 0000 1000 4300000 092 230	
MULL,STEVE	11/03/2019	\$ (96.00)	FLOCABULARY	0100 1100000 1110 1000 5800092 350 250	REFUND FOR PURCHASES ON OCT. 22
TOTAL CHARGED TO BUDGET		\$ (96.00)		0100 1100000 1110 1000 5800092 350 250	
MULL,STEVE	11/14/2019	\$ 60.00	GIANT PIZZA KING	0100-0300225-1110-1000-4300-000-350-250	PIZZA FOR FFA EVENT
TOTAL CHARGED TO BUDGET		\$ 60.00		0100-0300225-1110-1000-4300-000-350-250	
MULL,STEVE	11/08/2019	\$ 110.00	GIANT PIZZA KING	0100-0300616-1110-1000-4300000-350-250	PIZZA FOR RACHEL'S CHALLENGE EVENT
TOTAL CHARGED TO BUDGET		\$ 110.00		0100-0300616-1110-1000-4300000-350-250	
MULL,STEVE	11/19/2019	\$ 261.73	WEISSMAN DESIGNS FOR D	0100-0300672-1110-1000-4300-000-350-250	CHORUS COSTUMES
	11/19/2019	\$ 1,123.23	WEISSMAN DESIGNS FOR D	0100-0300672-1110-1000-4300-000-350-250	CHORUS COSTUMES
	11/18/2019	\$ 687.97	WEISSMAN DESIGNS FOR D	0100-0300672-1110-1000-4300-000-350-250	CHORUS COSTUMES
TOTAL CHARGED TO BUDGET		\$ 2,072.93		0100-0300672-1110-1000-4300-000-350-250	
MURPHY,JERRED C	11/21/2019	\$ 40.92	AUTOZONE #3341	0100-9065000-7110-1000-4300000-350-205	WINDSHIELD WIPER BLADES FOR WORK TRUCK
	11/01/2019	\$ 23.00	TEACHERSPAYTEACHERS.CO	0100-9065000-7110-1000-4300000-350-205	ONLINE CURRICULUM FOR LATER PROGRAM
TOTAL CHARGED TO BUDGET		\$ 63.92		0100-9065000-7110-1000-4300000-350-205	
MURPHY,JERRED C	11/01/2019	\$ 33.40	DOLLAR TREE	0100-9065000-7110-1000-4300000-376-205	MISC SUPPLIES FOR STUDENT TREASURE BOX
TOTAL CHARGED TO BUDGET		\$ 33.40			
MURPHY,JERRED C	11/28/2019	\$ 1,144.53	0429 AMC PLAZA BONITA	1200-9010200-8500-5000-5800076-781-205	MOVIE TICKETS FOR THANKSGIVING FIELD TRIP
	11/27/2019	\$ 2,684.26	JOHNS INCREDIBLE PIZZA	1200-9010200-8500-5000-5800076-781-205	LUNCH AND ACTIVITY FOR THANKSGIVING FIELD TRIP
TOTAL CHARGED TO BUDGET		\$ 3,828.79			
OWENS,TODD	11/20/2019	\$ 69.08	MICHAELS STORES 3256	0100 8150000 0000 8100 4300000 189 710	TREASURE HUNT ITEMS FOR NEW SANDBOXES AT EH
TOTAL CHARGED TO BUDGET		\$ 69.08		0100 8150000 0000 8100 4300000 189 710	
ROSA,JIM	11/08/2019	\$ 200.00	SAN DIEGO COUNTY SUPER	0100 0300601 1110 1000 5800076 343 110	SCIENCE FIELD DAY REGISTRATION
TOTAL CHARGED TO BUDGET		\$ 200.00		0100 0300601 1110 1000 5800076 343 110	
ROSA,JIM	11/08/2019	\$ 348.20	SOMBRERO13 LAKESIDE	0100 0300601 1110 1000 4300000 343 110	MILITARY BREAKFAST FOOD
TOTAL CHARGED TO BUDGET		\$ 348.20		0100 0300601 1110 1000 4300000 343 110	
ROSA,JIM	11/05/2019	\$ 292.93	INT*IN *SAN DIEGO FENC	0100 0300601 0000 8100 4300000 343 110	GALVANIZED PIPE FOR BRACKETS TO HOOK UMBRELLAS TO TABLES
TOTAL CHARGED TO BUDGET		\$ 292.93		0100 0300601 0000 8100 4300000 343 110	

NOVEMBER 2019 MISSION FEDERAL P-CARD LEDGER					
SPERO,SARAH	11/17/2019	\$ 6.49	ALBERTSONS 0738	1300 5310000 0000 3700 4700000 189 770	FOOD - SHELLED WALNUTS FOR BOARD
TOTAL CHARGED TO BUDGET		\$ 6.49	1300 5310000 0000 3700 4700000 189 770		
SPERO,SARAH	11/07/2019	\$ 1,000.00	ENTERPRISE RENT-A-CAR	1300 5310000 0000 3700 5600000 189 770	RENTAL
TOTAL CHARGED TO BUDGET		\$ 1,000.00	1300 5310000 0000 3700 5600000 189 770		
SPERO,SARAH	11/03/2019	\$ 160.55	INTERNATIONAL E-Z UP,	1300 5310000 0000 3700 4300000 189 770	EZ UP FOR BBQ CART AT TDS - SHELTER
TOTAL CHARGED TO BUDGET		\$ 160.55	1300 5310000 0000 3700 4300000 189 770		
WINSPEAR,NATALIE	11/01/2019	\$ 198.95	PIZZA HUT 027224	0100 0980000 1110 1000 4300000 189 620	PIZZA FOR POSITIVE PARENTING PROGRAM
TOTAL CHARGED TO BUDGET		\$ 198.95	0100 0980000 1110 1000 4300000 189 620		
\$ 22,295.18					

LAKE SIDE UNION SCHOOL DISTRICT

Governing Board Meeting Date: January 16, 2020

Agenda Item:

Approve 2020-2021 E-rate RFP and award bid to Datel Systems Inc. for Switch and Wireless Access Points with Installation. Bid closed November 22, 2019.

Background (Describe purpose/rationale of the agenda item):

Per E-rate guidelines, RFP requires board approval of lowest bidder. Datel Systems Incorporated provided lowest bid. In the event that E-rate funding is not approved or only partially approved, the district reserves the right to cancel any or all of the work awarded as a result of this proposal. If district does not have 40% funding available, there is also no obligation to complete the project.

Fiscal Impact (Cost):

\$1,430,788.82 (E-rate reimburses district 60% of costs.)

Funding Source:

General Fund

Addresses Emphasis Goal(s):

☐ **#1:** Academic Achievement

☐ **#2:** Social Emotional

☐ **#3:** Physical Environments

Recommended Action:

☐ **Informational**

☐ **Denial/Rejection**

☐ **Discussion**

☒ **Ratification**

☒ **Approval**

☐ **Explanation:** [Click here to enter text.](#)

☐ **Adoption**

Originating Department/School: Business Services

Submitted/Recommended By:

Approved for Submission to the Governing Board:


Erin Garcia, Assistant Superintendent


Dr. Andy Johnsen, Superintendent

Reviewed by Cabinet Member 

LAKESIDE UNION SCHOOL DISTRICT
Funding Year 2020-2021

Equipment

		Vendor #1	AAA Network Solutions	Vendor #2	Datel Systems Inc.	Vendor #3	GigaKom
Selection Criteria	Weight	Raw Score	Weighted Score	Raw Score	Weighted Score	Raw Score	Weighted Score
Cost	50%	4	200	5	250	5	250
Methodology and Service Level - Cost of change, technology, billing capabilities, account support team.	25%	4	100	4	100	4	100
Experience, Financial soundness, Experience with district or References	20%	4	80	5	100	3	60
Experience with the E-rate program.	5%	4	20	4	20	4	20
Total	100%		400		470		430
Scale: 1-5		COMMENTS:		COMMENTS:		COMMENTS:	
1=Lowest; 5=Highest		Met all specifications on equipment listed.		Met all specifications on equipment listed.		Proposed equipment on E100G-QSFP-P-0101-ENC, SFP-10G-SR-S-ENC, 10G-SFP-TWX-P-0101-ENC, and E1MG-TX-ENC although are seemly comparable, will not allow LSUSD to have support and troubleshooting from Ruckus when issues occur. Having the LSUSD Technology team, then needing additional training when we need to troubleshoot network problems.	

LAKE SIDE UNION SCHOOL DISTRICT

Governing Board Meeting Date: Jan. 16, 2019

Agenda Item:

Approval of the January contracts list for the fiscal year, 2019-20.

Background (Describe purpose/rationale of the agenda item):

Ratification and approval is requested for the attached list of agreements with outside vendors for fiscal year, 2019-20.

Fiscal Impact (Cost):

See attached list.

Funding Source:

General Fund.

Addresses Emphasis Goal(s):

☐ **#1:** Academic Achievement ☐ **#2:** Social Emotional ☐ **#3:** Physical Environments

Recommended Action:


☐ **Informational** ☐ **Denial/Rejection**
☐ **Discussion** ☒ **Ratification**
☒ **Approval** ☐ **Explanation:** Click here to enter text.
☐ **Adoption**

Originating Department/School: Business Services

Submitted/Recommended By:

Approved for Submission to the Governing Board:


Erin Garcia, Assistant Superintendent


Dr. Andy Johnsen, Superintendent

Reviewed by Cabinet Member 

LUSD Contracts 2019-20

Agency Name	Description	Contract #	Dept./Site	Began	Ends	Amount (not to exceed)
Bill Lane & Associates Inc.	Student Transportation (One Day)	I2020-022	SPED	12/18/2019	12/18/2019	\$2,000
San Diego Center for Children Academy	Non Public School	V2020-078	SPED	12/18/2019	6/30/2020	See Agreement
SD County Supt of Schools/SDCOE	Teacher Induction Program-3 year	V2020-079	ED SVCS	7/1/2019	6/30/2022	No Cost to District

LAKE SIDE UNION SCHOOL DISTRICT

Governing Board Meeting Date: 1/16/20

Agenda Item:

Donations

Background (Describe purpose/rationale of the agenda item):

Per Board Policy #3290, the Governing Board may accept any gift, grant, or bequest of money, property, or service to the district from any individual, private agency or organization, or other public agency that desires to support the district's educational program. While greatly appreciating suitable donations, the Board shall reject any gift which may directly or indirectly impair its authority to make decisions in the best interest of district students or its ability or commitment to provide equitable educational opportunities.

Fiscal Impact (Cost):

Site specific

Funding Source:

None

Addresses Emphasis Goal(s):

☐ **#1:** Academic Achievement ☐ **#2:** Social Emotional ☐ **#3:** Physical Environments

Recommended Action:

☐ **Informational** ☐ **Denial**
☐ **Discussion** ☐ **Ratification**
☒ **Approval** ☐ **Explanation:** Click here to enter text.

Originating Department/School: Superintendent's Office

Submitted/Recommended By:

Approved for Submission to the Governing Board:



Lisa DeRosier, Executive Assistant



Dr. Andy Johnsen, Superintendent

Item	Approximate Value	Donated By	Designated for Use at:
Educational supplies	\$100.80	Holly Ferrante Farmers Insurance	Lindo Park
Easel	\$98.19	Holly Ferrante Farmers Insurance	Riverview
	\$2,500 for Books	El Capitan Stadium Association	Lindo Park
	\$500 Towards Sensory Center	National Foundation for Autism Research	Lemon Crest
	\$462.79	Shannyn Allen	TdS Robotics Program
	\$2,389.98	DonorChoose.org	Various Sites

Monthly Report of Donations-Crowdfunding

Dec. 2019

Project Funded	Donation	Total Project Amount	School	Teacher	Project Funded by donations from
Dec. 2019	VS Smart Motor, Aluminum Structure Kits	\$ 980.11	TDS	Dahlia Rinck	Julie in Lakeside Christine Dahlke Kristi Reagan Melinda Sauls Anonymous Donor Endless Match Donation
Dec. 2019	Flexspace Seating, pillows, Bench	\$ 866.89	Lemon Crest	Melanie van Oostende	Leslie Roman Richard C. Setzer Anonymous Donor
Dec. 2019	Stem Maker Supplies	\$ 542.98	TDS	Dahlia Rinck	Donor-Compassion Project Google Donor Anonymous Donor Kelly Parsons
	Total funded through Donors Choose	\$ 2,389.98			

LAKE SIDE UNION SCHOOL DISTRICT

Governing Board Meeting Date: January 16, 2020

Agenda Item:

School Plan for Student Achievement

Background (Describe purpose/rationale of the agenda item):

Each school site is required to develop a School Plan for Student Achievement (SPSA) annually. The purpose of the SPSA is to coordinate all educational services at the school. The SPSA shall, at a minimum, address how funds provided to the school through any of the sources identified in EC Section 64000 will be used to improve the academic performance of all pupils. California Education Code (EC) Section 64001 requires that a School Site Council (SSC), comprised of an equal number of staff members and parents/community members develop the SPSA. The SSC's responsibilities include approving the plan, recommending it to the local governing board for approval, monitoring its implementation, and evaluating the effectiveness of the planned activities at least annual

Fiscal Impact (Cost):

N/A

Funding Source:

N/A

Recommended Action:

- | | |
|---|--|
| <input type="checkbox"/> Informational | <input type="checkbox"/> Denial/Rejection |
| <input type="checkbox"/> Discussion | <input type="checkbox"/> Ratification |
| <input type="checkbox"/> Approval | <input type="checkbox"/> Explanation: Click here to enter text. |
| <input type="checkbox"/> Adoption | |

Originating Department/School: Educational Services

Submitted/Recommended By:

Approved for Submission to the Governing Board:



Principal/Department Head Signature

Dr. Andy Johnsen, Superintendent

Reviewed by Cabinet Member _____



This form must be typed written and have all signatures before it will be placed on the agenda. All agenda item requests must be submitted for approval 10 days prior to the board meeting.

COYOTE PACK

Eucalyptus Hills

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Eucalyptus Hills Elementary School	37681890129288		

Purpose and Description

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

Schoolwide Program

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

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process. The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

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

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the 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.

Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Informal surveys are sent to teachers and parents about our school climate.

Classroom Observations

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

Every classroom is visited weekly by the administrator for informal and formal observations.

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

Our school conducted a needs assessment to identify areas of student need to inform goal setting for increased student achievement. This needs assessment included:

- Analysis of site developed classroom assessments
- Classroom observations of teaching
- Review of required instructional minutes in core academic areas
- Evaluation of the effectiveness of teacher professional development
- Evaluation of teacher collaboration for the purpose of improved instruction

Major findings from this analysis were: The amount of data to be reviewed was very limited with only baseline data from an early October administration of an academic/social-emotional assessment. In order to effectively interpret the results of this assessment the Eucalyptus Hills team reviewed current research regarding the developmental readiness of 4 and 5 year old students to perform rigorous academic tasks. Our testing results confirmed that this age group will struggle to learn these basic skills in a traditional academic setting. Our data analysis and research review led us to the conclusion that our students would best acquire the foundational skills through play-based, hands-on active learning activities and inquiry.

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

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All teachers are fully credentialed and highly qualified. 2 of our 5 teachers have a bilingual authorization to teacher in immersion classes.

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

Eucalyptus Hills works with our district Human Resources department to ensure that our teachers are appropriately credentialed in California to teacher in a TK classroom.

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

Staff development is aligned to our play based philosophy for a 100% Transitional Kindergarten school.

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

Eucalyptus Hills has 1 instructional facilitator, who provides coaching and collaborative learning times in groups.

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

All teachers meet weekly in school-wide teams, a 5 member TK team. Our PLC time is focused on a model of whole school teaching and learning and developing lesson plans and units for the earliest learners in our district.

Teaching and Learning

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

Teachers create, use, and follow TK grade level content and standards to plan lessons and analyze student progress.

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

Class schedules includes blocks of time for reading, target-language Language arts, and mathematics. Teachers cycle subject areas such as social studies and science and teach integrated units that address multiple subject areas to maximize use of instructional time.

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

To ensure that all students receive the complete standards and play based curriculum, teachers meet regularly to build monthly and yearly pacing schedule for all curriculum.

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

All students have access to TK standards and play based model curriculum.

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

Teachers use SBE-adopted and standards aligned instructional materials in this early education play based TK program.

Opportunity and Equal Educational Access

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

The basic instructional program provides support to all students. Instruction is differentiated in both the English and Spanish immersion classroom. Teachers work with small groups during centers to support student needs. Teachers provide instruction in target language, guided practice, and opportunities for independent practice.

Evidence-based educational practices to raise student achievement

Students receive individualized and personalized

Parental Engagement

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

Parents and families receive information and resources through Parent-Teacher Conferences, SST, and IEP meetings. Coffee with the Principal, Open House, and Family Nights encourage parent participation.

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

School Site Council is composed of parents and staff who meet regularly to follow the state and federal guidelines for funding sources. Beginning September, parents are encouraged to join the nomination and voting process to become members of this team. The goal is to have the makeup of SSC represent the demographics of our student population in order to have a full representation and voice from all groups. The council meets monthly to discuss the planning, implementation, and evaluation of school programs.

Funding

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

NA

Fiscal support (EPC)

NA

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

The School Site Council meets once a month to review the site plan, budget, and SPSA.

Resource Inequities

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

None

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	16-17	17-18	18-19	16-17	17-18	18-19
American Indian	1.7%	0.89%	%	2	1	
African American	%	1.79%	2.59%		2	3
Asian	%	0.89%	0.86%		1	1
Filipino	1.7%	1.79%	0.86%	2	2	1
Hispanic/Latino	35.3%	36.61%	33.62%	42	41	39
Pacific Islander	%	%	%			
White	53.8%	54.46%	58.62%	64	61	68
Multiple/No Response	%	%	%			
Total Enrollment				119	112	116

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	16-17	17-18	18-19
Kindergarten	119	112	116
Total Enrollment	119	112	116

Conclusions based on this data:

1. As a TK only site, Eucalyptus Hills serves over a 100 students each year as a single grade school, with approximately 58% white, 34% Latino, 3% African American, .9% Asian, and .9% Filipino student population.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	16-17	17-18	18-19	16-17	17-18	18-19
English Learners		9	6	0.0%	8.0%	5.2%
Fluent English Proficient (FEP)		0	3	0.0%	0	2.6%
Reclassified Fluent English Proficient			0	0.0%	0	0.0%

Conclusions based on this data:

1. At Eucalyptus Hills School, 5.2% of our student population are English Learners. Since our entire school exits each year and we welcome a entirely new school, this data tends to vary year to year more than other schools.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

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

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

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

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19

Conclusions based on this data:

1. As a TK school, none of our students take the CAASPP.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

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

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

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

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

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19

Conclusions based on this data:

- As a TK school, none of our students take the CAASPP.
- Not Applicable
- Not Applicable

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	1396.2	*	1422.6	*	1333.9	*	11	5
All Grades							11	5

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	*	*	*	*	*	*	*	11	*
All Grades	*	*	*	*	*	*	*	*	11	*

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	*	*	*	*	*	*	*	11	*
All Grades	*	*	*	*	*	*	*	*	11	*

Listening Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
K	*	*	*	*	*	*	11	*	
All Grades	*	*	*	*	*	*	11	*	

Speaking Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
K	*	*	*	*	*	*	11	*	
All Grades	*	*	*	*	*	*	11	*	

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K		*	*	*	*	*	11	*
All Grades		*	*	*	*	*	11	*

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K		*	*	*	*	*	11	*
All Grades		*	*	*	*	*	11	*

Conclusions based on this data:

1. None

School and Student Performance Data

Student Population

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

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
116	37.1	5.2	0.9
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	6	5.2
Foster Youth	1	0.9
Socioeconomically Disadvantaged	43	37.1
Students with Disabilities	9	7.8





Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	3	2.6
Asian	1	0.9
Filipino	1	0.9
Hispanic	39	33.6
Two or More Races	4	3.4
White	68	58.6

Conclusions based on this data:

1. Since our TK only site serve only above 100 students each year, the demographics tend to change dramatically each school year since almost every single students accounts for 1% of the population.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students		
Academic Performance	Academic Engagement	Conditions & Climate
<div>English Language Arts</div> <div></div> <div>Yellow</div>	<div>Chronic Absenteeism</div> <div></div> <div>Orange</div>	<div>Suspension Rate</div> <div></div> <div>Blue</div>
<div>Mathematics</div> <div></div> <div>Green</div>		

Conclusions based on this data:

1. ELA overall performance is yellow and mathematics overall performance is green.
2. Suspension rate overall is blue.
3. Chronic absenteeism overall is orange.

School and Student Performance Data

Academic Performance English Language Arts

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



This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report

Red

Orange

Yellow

Green

Blue

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

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

All Students



Yellow

7.9 points above standard

Declined -6.6 points

116

English Learners

Foster Youth

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American

American Indian

Asian

Filipino

Hispanic

Two or More Races

Pacific Islander

White

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

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner

Reclassified English Learners

English Only

Conclusions based on this data:

1. Because Eucalyptus Hills is a TK school, the dashboard color comes from the District's Pair Share. ELA received an overall color of yellow.

School and Student Performance Data

Academic Performance Mathematics

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



This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report

Red

Orange

Yellow

Green

Blue

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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students



Green

18.6 points above standard

Increased ++7.1 points

116

English Learners

Foster Youth

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American

American Indian

Asian

Filipino

Hispanic

Two or More Races

Pacific Islander

White

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

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner

Reclassified English Learners

English Only

Conclusions based on this data:

1. Because Eucalyptus Hills is a TK school, the dashboard color comes from the District's Pair Share. Math received a color of green.

School and Student Performance Data

Academic Performance English Learner Progress

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

2019 Fall Dashboard English Learner Progress Indicator	
	English Learner Progress
	making progress towards English language proficiency
	Number of EL Students: Performance Level:

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

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

Conclusions based on this data:

1. Our English Learner population is the early stage of working towards proficiency.

School and Student Performance Data

Academic Performance College/Career

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

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

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

2019 Fall Dashboard College/Career for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard College/Career by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

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

2019 Fall Dashboard College/Career 3-Year Performance		
Class of 2017	Class of 2018	Class of 2019
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

Conclusions based on this data:

1. None

School and Student Performance Data

Academic Engagement Chronic Absenteeism







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











This section provides number of student groups in each color.

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

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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	English Learners	Foster Youth
 Orange 18 Maintained 0 122	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 Red 28.3 Increased +0.7 46	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	Asian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	Filipino  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Hispanic  Orange 22.5 Declined -3 40	Two or More Races  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	White  Orange 13.7 Maintained +0.3 73

Conclusions based on this data:

1. Chronic absenteeism is a problem at our TK School.
2. Our Hispanic attendance has declined.

School and Student Performance Data

Academic Engagement Graduation Rate

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

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Graduation Rate Equity Report				
Red	Orange	Yellow	Green	Blue

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

2019 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

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

2019 Fall Dashboard Graduation Rate by Year	
2018	2019

Conclusions based on this data:

1. None

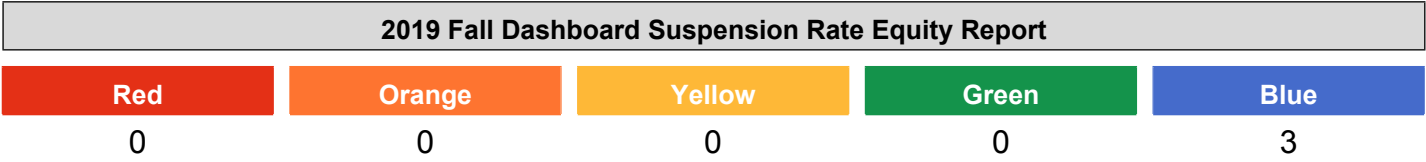
School and Student Performance Data

Conditions & Climate Suspension Rate






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









This section provides number of student groups in each color.



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

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<div>All Students</div> <div> Blue</div> <div>0</div> <div>Maintained 0 122</div>	<div>English Learners</div> <div> No Performance Color</div> <div>Less than 11 Students - Data Not 6</div>	<div>Foster Youth</div> <div> No Performance Color</div> <div>Less than 11 Students - Data Not 1</div>
<div>Homeless</div>	<div>Socioeconomically Disadvantaged</div> <div> Blue</div> <div>0</div> <div>Maintained 0 46</div>	<div>Students with Disabilities</div> <div> No Performance Color</div> <div>Less than 11 Students - Data Not 10</div>

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American  No Performance Color Less than 11 Students - Data 3	American Indian	Asian  No Performance Color Less than 11 Students - Data 1	Filipino  No Performance Color Less than 11 Students - Data 1
Hispanic  Blue 0 Maintained 0 40	Two or More Races  No Performance Color Less than 11 Students - Data 4	Pacific Islander	White  Blue 0 Maintained 0 73

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	0	0

Conclusions based on this data:

1. We are proud to have all student groups in blue.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Academic Achievement Goal: All students will make academic growth in order to reach mastery of grade-level standards, individual goals, and development of the LUSD Student Profile competencies.

Goal 1

By June 2020, all students will improve at least one level on the Desired Results Developmental Profile–Kindergarten (DRDP–K), Language and Literacy domains.

Identified Need

As a whole school, we focus on high quality instruction for student success and teacher have collaborated our student need skill outlined in the DRDPs that our students need to be kinder-ready in language arts and communication.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
1 full DRDP level	intake level	1 or more levels by June

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

All students will improve at least one level on the Desired Results Developmental Profile–Kindergarten (DRDP–K) by learning collaboration and problem solving strategies daily inside and outside the classroom in our play based learning school. Each day, teachers will model and teach and promote daily practice to develop use of language, communication and conversation is a well defined play based TK program, to build foundation for language and literacy.

Proposed Expenditures for this Strategy/Activity

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

0

TK Program
None Specified
Teachers will meet in Professional Learning communities to analyze student outcomes through the plan-do-study-act cycle.

177	TK Program 0000: Unrestricted EH teachers and principal will develop well defined play-based TK program and implement components into classroom practices(academic). Release time.
1350	TK Program 0000: Unrestricted EH teachers will attend professional learning opportunities to aide in the development of a well defined play-based TK program.
300	TK Program 0000: Unrestricted Book study: Play-based Learning (Book purchase)
2125	TK Program 0000: Unrestricted School Materials & Supplies
825	TK Program 0000: Unrestricted Observation, Collaboration and Reflection(Teacher release)

Annual Review

SPSA Year Reviewed: 2018-19

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

ANALYSIS

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

We will be deliberate about collecting data for comparison and future analysis.

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

As a TK only school, 100% of our student population changes every year as one grade level exits and a new one enters.

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

The only change is to analyze data regularly with staff.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Academic Achievement Goal: All students will make academic growth in order to reach mastery of grade-level standards, individual goals, and development of the LUSD Student Profile competencies.

Goal 2

By June 2020, all students will improve at least one level on the Desired Results Developmental Profile–Kindergarten (DRDP–K), mathematics domain 1.

Identified Need

Providing high quality classroom instruction and curriculum supplements is the first step to ensuring student success. Teachers need opportunities for collaboration in order to plan and strategize on how to best serve all of their students.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
1 full DRDP level	intake level	1 or more levels by June

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

At least twice a week, all students will work on classification strategies in explicit instruction, independent practice, and with peers in centers to build foundation skills for mathematics.

Proposed Expenditures for this Strategy/Activity

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

0	TK Program 0000: Unrestricted Teachers will meet in Professional Learning communities to analyze student outcomes through the plan-do-study-act cycle.
0	TK Program 0000: Unrestricted

	EH teachers and principal will develop well defined play-based TK program and implement components into classroom practices(academic) during PLCs.
825	TK Program 0000: Unrestricted Observation, Collaboration and Reflection (Teacher release)
2000	TK Program 0000: Unrestricted School Materials & Supplies

Annual Review

SPSA Year Reviewed: 2018-19

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

ANALYSIS

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

We will be deliberate about collecting data for comparison and future analysis.

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

As a TK only school, 100% of our student population changes every year as one grade level exits and a new one enters.

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

The only change is to analyze data regularly with staff.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Social-Emotional Wellbeing Goal: Students will receive classroom and non-classroom support that enables them to thrive socially and emotionally. Schools will set annual goals to improve the social-emotional wellbeing of students.

Goal 3

By June 2020, all students will improve at least one level on the Desired Results Developmental Profile–Kindergarten (DRDP–K), social and emotional development domains.

Identified Need

A social-emotional curriculum and PBIS establishes a culture and community of learners who are resilient.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
1 full DRDP level	intake level	1 or more levels by June

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Daily instruction and play based activity and curriculum focused on healthy relationships and interactions with adults and peers, and social and emotional understanding.

Proposed Expenditures for this Strategy/Activity

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

0	EH teachers and principal will develop and implement a well defined play-based TK program through PLC process (Social-Emotional).
1650	TK Program 0000: Unrestricted

	EH teachers will attend professional learning opportunities to aide in the development of a well defined play-based TK program.
1650	TK Program 0000: Unrestricted Observation, Collaboration and Reflection(Teacher Release)
4125	TK Program 0000: Unrestricted Classroom Materials & Supplies

Annual Review

SPSA Year Reviewed: 2018-19

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

ANALYSIS

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

We will be deliberate about collecting data for comparison and future analysis.

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

As a TK only school, 100% of our student population changes every year as one grade level exits and a new one enters.

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

The only change is to analyze data regularly with staff.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

LUSD will provide a comprehensive system of academic and behavioral supports/interventions

Goal 4

By June 2020, improve at least one level on the Desired Resulted Profile-Kindergarten (DRDP-K), approaches to learning self regulation domains.

Identified Need

In our focus for high quality instruction for all students, we understand the need of the district's youngest learning to control own behaviors while engaging in their learning and showing persistence in order to be successful.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
1 full DRDP level	intake level	an increase in 1 or more levels

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Targeted intervention time weekly for behavior and academics with a focus on persistence in working toward being Kinder ready.

Proposed Expenditures for this Strategy/Activity

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

6600

TK Program
1000-1999: Certificated Personnel Salaries
Continuous Opportunities for Interventions(RTI)-
Release teachers for intervention

1217

TK Program
4000-4999: Books And Supplies
Classroom materials and supplies to support
learning for academic achievement

1540	TK Program 5800: Professional/Consulting Services And Operating Expenditures Professional Learning for Teachers
1200	TK Program 4000-4999: Books And Supplies Handwriting Without Tears
130	TK Program 5900: Communications Parent Involvement - Parent Night

Annual Review

SPSA Year Reviewed: 2018-19

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

ANALYSIS

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

We will be deliberate about collecting data for comparison and future analysis.

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

As a TK only school, 100% of our student population changes every year as one grade level exits and a new one enters.

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

The only change is to analyze data regularly with staff.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

LUSD will provide students access to varied enrichment opportunities.

Goal 5

Eucalyptus Hills Elementary will provide students access to varied enrichment opportunities.

Identified Need

Early learners need access to a variety of educational activities inside and outside the classroom.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
By June of 2020, every classroom will participate in enrichment activities	From 0	2 educational excursions and/or enrichment activities for each student

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Eucalyptus Hills Elementary will provide students access to varied enrichment opportunities.

Proposed Expenditures for this Strategy/Activity

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

3150

0001-0999: Unrestricted: Locally Defined Educational Excursions

0

School visits from first responders (Fire, police, paramedics, etc.)

Annual Review

SPSA Year Reviewed: 2018-19

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

ANALYSIS

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

This is a new goal.

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

This is a new goal.

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

We are going to commit to every student participating in 2 excursions.

Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$28,864.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
------------------	-----------------

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

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

State or Local Programs	Allocation (\$)
	\$3,150.00
TK Program	\$25,714.00

Subtotal of state or local funds included for this school: \$28,864.00

Total of federal, state, and/or local funds for this school: \$28,864.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
TK Program	16,325.36	-9,388.64
Unrestricted Lottery	1,500.00	1,500.00

Expenditures by Funding Source

Funding Source	Amount
	3,150.00
TK Program	25,714.00

Expenditures by Budget Reference

Budget Reference	Amount
	0.00
0000: Unrestricted	15,027.00
0001-0999: Unrestricted: Locally Defined	3,150.00
1000-1999: Certificated Personnel Salaries	6,600.00
4000-4999: Books And Supplies	2,417.00
5800: Professional/Consulting Services And Operating Expenditures	1,540.00
5900: Communications	130.00
None Specified	0.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
		0.00
0001-0999: Unrestricted: Locally Defined		3,150.00

0000: Unrestricted	TK Program	15,027.00
1000-1999: Certificated Personnel Salaries	TK Program	6,600.00
4000-4999: Books And Supplies	TK Program	2,417.00
5800: Professional/Consulting Services And Operating Expenditures	TK Program	1,540.00
5900: Communications	TK Program	130.00
None Specified	TK Program	0.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	4,777.00
Goal 2	2,825.00
Goal 3	7,425.00
Goal 4	10,687.00
Goal 5	3,150.00

School Site Council Membership

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

- 1 School Principal
- 1 Classroom Teachers
- 1 Other School Staff
- 3 Parent or Community Members
- 0 Secondary Students

Name of Members	Role
Hee-Jin Peterson	Principal
Jennifer Speedie	Classroom Teacher
Kit Buettgenbach	Other School Staff
Chrystal Aragon	Parent or Community Member
Stephanie Jacques	Parent or Community Member
Ashley Nondorf	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

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

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature

Committee or Advisory Group Name

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on November 15, 2019.

Attested:

Hee-Jin Peterson

Principal, Mrs. Hee-Jin Peterson on 11/15/2019

Chrystal Aragon

SSC Chairperson, Chrystal Aragon on 11/15/2019

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

[Stakeholder Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Stakeholder Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

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

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

Identified Need

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

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

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

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

Annual Review

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

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

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

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

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

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

Budget Summary

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

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

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

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

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

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceusesinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

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

Targeted Support and Improvement

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

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceusesinvestment.pdf>.)

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Lemon Crest Elementary School	37681896110092	October 16, 2019	October 17, 2019

Purpose and Description

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

Comprehensive Support and Improvement

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.

Lemon Crest Elementary's School Site Council (SSC) meets regularly during the school year as part of a continuous cycle of improvement to review and update the school plan (including proposed expenditures of Title I funds and CSI funds). Lemon Crest's school goals are based upon a comprehensive needs assessment that includes the analysis of verifiable state data, including information displayed on the CA School Dashboard. Other district and school data, including benchmark assessments, attendance data, and suspension data, are utilized to further measure and monitor achievement throughout the school year. School goals are aligned with LUSD LCAP goals and include the same metrics/indicators. Input and advice is solicited from school advisory committees including the ELAC and School Leadership team. The Lemon Crest SPSA addresses how LCFF and Title I funds will be used to improve the academic performance, attendance rate, and suspension rates for all students.

Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

At Lemon Crest we use a needs assessment survey for both teachers and parents. This survey includes understanding the role of the School Site Council, effective and ineffective strategies being implemented, barriers that impede student academic success, and a place for suggestions and information. Our school also uses the California Healthy Kids Survey and School Climate Survey which provides students and teachers the opportunity to express concerns and highlight things that work at your school site. The CHKS provides students to comment on academic, social emotional, and overall school climate.

Classroom Observations

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

At Lemon Crest, weekly informal walkthroughs are conducted to monitor instruction and behavior, as well as gauge student achievement. Each classroom is visited at least once a week, and they are between 15 - 30 minutes in duration. There are also opportunities for yearly formal observation, if a teacher chooses. These observations are not stand alone, and informal walkthroughs are used to provide a well rounded instructional picture in the classroom. The summary of findings is as follows:

Our English Learners academic proficiency is far below other student groups. The need for integrated and designated ELD is apparent in all classrooms at Lemon Crest.

Our Students with Disabilities need access to standards based instruction, along with instruction toward individual educational goals. By being pulled out for RSP, students are often missing core grade level instruction

Targeted social emotional instruction is imperative to develop the skills needed for academic success

Writing instruction needs to be targeted across all content areas

Math instruction needs to align vertically, as well as include strategic direct instruction opportunities, small group instruction, and opportunities for explanation and reasoning

The use of Achieve 3000 to build upper grade literacy works if it is used to fidelity

PBL opportunities keep students engaged

The use of technology needs to be intentional and monitored for it to make an impact on student achievement

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

Our school conducted a needs assessment to identify areas of student need to inform goal setting for increased student achievement. This needs assessment included:

Analysis of 2018-2019 SBAC scores
Classroom observations of teaching
Review of required instructional minutes in core academic areas
Evaluation of the effectiveness of teacher professional development
Evaluation of the effectiveness of intervention programs to support student needs
Evaluation of teacher collaboration for the purpose of improved instruction
Analysis of student behavior and discipline data focusing on major infractions and location of problem areas

Major findings from this analysis were:

1. ELA: 38% of our students met or exceeded standard. We increased by 8% from the previous year. Students scored as follows: Reading - 77% Above, At, or Near standard, Writing - 68% Above, At, or Near standard, Listening - 77% At, Near, or Above Standard, Research/Inquiry - 73% Above, At, Near standard.
2. Math: 30% of our students met or exceeded standard, an increased of 2% from the previous year. 61% of our students were above, at or near standard in Problem Solving & Modeling/Data, thus making it our strongest domain. 42% of our students were above, at or near standard in Concepts and Procedures, thus making it our biggest area of need.
3. Social Emotional: The number of suspensions and High Level Referrals for our students declined 49% during the 2018-2019 school year. Social skills development including developing empathy, conflict resolution, and restorative practices were implemented to fidelity.
4. At Risk students: Students who were at risk academically were placed in intervention. These students showed growth on the 2018-2019 SBAC.

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

SBAC interim assessments, district adopted assessments, Achieve 3000 assessments/data, and teacher made assessments were all used to target, modify, and drive classroom instruction

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

At Lemon Crest we have one teacher that is working toward a full credential. 29 teachers are fully credentialed. There are no misassigned teachers at Lemon Crest Elementary School.

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

Teacher are sufficiently trained.

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

Each Wednesday, LUSD teachers have site based Professional Learning Community time. This 120 minute block is directed at staff development and development of content standards and data analysis. This time is spent as a whole staff, grade levels, and vertically aligned to help teachers see the big picture and positively impact student achievement

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)
Teachers have access to two site based instructional coaches, as well as a MTSS TOSA who helps with behavior and social emotional learning.

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

Teachers use PLC time, as well as site funded release time to collaborate, observe peers, as well as teachers across the district, as well as surrounding districts.

Teaching and Learning

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

Lemon Crest uses the adopted ELA (Wonders), Math (Everyday Math), Science (NGSS), and Social Studies curriculum. These adoptions are aligned with Common Core State Standards.

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

Lemon Crest Elementary School adheres to the state adopted instructional minutes.

Grade

Annual Minutes

Kindergarten

36,000

Grades 1 – 3

50,400

Grades 4 – 8

54,000

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

Lemon Crest ES follows adopted pacing guides for both ELA and Math, as well as pacing for baseline assessments, progress monitoring assessments, report cards, and parent conferences.

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

All students have access to all adopted instructional materials, grade appropriate site licenses for technology programs used for instructional support, and any ancillary materials that are used to support student learning

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

Adopted and standards aligned curriculum is used.

Opportunity and Equal Educational Access

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

RSP services, intervention block, and ELD are provided to help underperforming students meet standards

Evidence-based educational practices to raise student achievement

We are using Achieve 3000, Math Transformations, and GLAD strategies to raise student achievement.

Parental Engagement

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

Lemon Crest provides School Smarts classes to provide the skills to support their students in school. We also offer English classes to help non-English speaking parents acquire the language to help their children in school

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

At Lemon Crest we provide opportunities for stakeholder involvement through School Site Council, English Language Advisory Committee, and DELAC.

Funding

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

Achieve 3000
GLAD
Math Transformations
Intervention
Imagine Learning
Lexia
Fast Math

Fiscal support (EPC)

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

At Lemon Crest we used multiple measures to gather input from all stakeholders to develop the 2019-2020 SPSA. On June 7th, 2019, all LUSD teachers participated in a district data day. Lemon Crest Staff reviewed initial CASSPP data, Illuminate discipline data, California Healthy Kids Survey results, Achieve 3000 literacy data, and our school climate survey. General Education teachers examined grade level specific data, and Special Education and support staff worked together to look through the the lens of students with disabilities. The latter group also worked together with general education teams to use the data and create a support plan within an inclusive setting. During this time we examined current systems to see what strategies were effective, and strategies that were not. Staff created charts that flagged both effective and ineffective strategies that had been put into place during the 2018-2019 school year. From those charts, areas of strengths and needs were created, and revisited at the beginning of the 2019-2020 school year.

During the 2018-2019 school year we also used the CHKS as a tool to measure social emotional well being on our campus. This survey is given to students so that their voice and concerns are heard. The results of this survey showed significant growth from the previous school year. Student results overwhelmingly showed that they felt safe and cared about at Lemon Crest.

On September 12, 2019, our SSC completed an SPSA awareness survey which included their understanding of the document, their role in creating the SPSA, and a needs assessment component. When completing the survey, they analyzed multiple sources of data, and were asked

for input about effective and ineffective strategies, current barriers to student achievement, as well as new systems that would be beneficial to meet the needs of all students.

On September 26th, 2019, our ELAC completed an SPSA awareness survey which included their understanding of the document, their role in creating the SPSA, and a needs assessment component. When completing the survey, they analyzed multiple sources of data, and were asked for input about effective and ineffective strategies, current barriers to student achievement, as well as new systems that would be beneficial to meet the needs of all students.

On September 27, 2019, LUSD conducted its Fall district data day. At Lemon Crest, all certificated staff met to review and update our current Wildly Important Goals, complete a needs assessment for the current school year, and address the barriers toward providing equitable educational opportunities for all students. This year we met in vertical teams to look through the lens of our student groups. Teachers were tasked with looking for areas strength, areas of concern, and things that we noticed and wondered. We also analyzed our attendance data. At this point we developed more specific school goals addressing school wide, as well as individual student groups needs.

Resource Inequities

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

In order to identify resource inequities, our teams constructed a Pareto Chart to find out where the largest percentage of our budget was being spent. From there, we sought to determine if all student groups were being served equitably with our expenditures. We discovered that we were spending an awful lot of money on technology software and much less on professional learning and student supports. This year, we established new goals that provided more professional development opportunities so that we can build systems to more directly support children, particularly those in student groups in need of more intense structures.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	16-17	17-18	18-19	16-17	17-18	18-19
American Indian	0.5%	0.35%	0.54%	3	2	3
African American	3.0%	3.65%	4.72%	17	21	26
Asian	2.1%	1.91%	1.45%	12	11	8
Filipino	1.9%	2.09%	2.18%	11	12	12
Hispanic/Latino	35.4%	40.00%	39.02%	204	230	215
Pacific Islander	0.7%	0.87%	0.36%	4	5	2
White	52.2%	47.65%	49.36%	301	274	272
Multiple/No Response	%	%	%			
Total Enrollment				577	575	551

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	16-17	17-18	18-19
Kindergarten	99	97	96
Grade 1	92	99	90
Grade 2	90	88	97
Grade3	101	92	89
Grade 4	95	99	92
Grade 5	99	100	87
Grade 6	1		
Total Enrollment	577	575	551

Conclusions based on this data:

1. The largest student group at Lemon Crest ES are White students at 49.36%
2. The second largest student group at Lemon Crest are Hispanic students at 39.02%
3. All grade levels are close in size. The largest being second grade at 97 students, and the smallest being fifth grade at 87 students.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	16-17	17-18	18-19	16-17	17-18	18-19
English Learners	77	91	92	13.3%	15.8%	16.7%
Fluent English Proficient (FEP)	19	31	25	3.3%	5.4%	4.5%
Reclassified Fluent English Proficient	8	13	6	12.5%	16.9%	6.6%

Conclusions based on this data:

1. English Learners make up 16.7% of Lemon Crest's student population, and has grown continuously over the past 3 years. Growing from 77 students in '15 -'16 to 92 students in '18-'19.
2. Fluent English Proficiency is at 4.5%.
3. 6.6% of Lemon Crest's ELs are RFEP.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	97	91	90	95	88	89	95	88	89	97.9	96.7	98.9
Grade 4	93	90	88	92	88	85	92	88	85	98.9	97.8	96.6
Grade 5	101	92	80	100	90	80	100	90	80	99	97.8	100
All	291	273	258	287	266	254	287	266	254	98.6	97.4	98.4

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2389.	2415.	2406.	12.63	25.00	15.73	21.05	23.86	19.10	22.11	19.32	37.08	44.21	31.82	28.09
Grade 4	2406.	2394.	2451.	10.87	6.82	17.65	14.13	9.09	18.82	20.65	23.86	30.59	54.35	60.23	32.94
Grade 5	2473.	2443.	2487.	13.00	8.89	8.75	23.00	23.33	33.75	28.00	14.44	31.25	36.00	53.33	26.25
All Grades	N/A	N/A	N/A	12.20	13.53	14.17	19.51	18.80	23.62	23.69	19.17	33.07	44.60	48.50	29.13

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	18.95	23.86	17.98	34.74	37.50	48.31	46.32	38.64	33.71
Grade 4	9.78	9.20	20.00	36.96	33.33	44.71	53.26	57.47	35.29
Grade 5	14.00	15.56	15.00	54.00	32.22	60.00	32.00	52.22	25.00
All Grades	14.29	16.23	17.72	42.16	34.34	50.79	43.55	49.43	31.50

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	14.74	17.05	11.24	43.16	44.32	52.81	42.11	38.64	35.96
Grade 4	14.13	4.60	18.82	41.30	33.33	50.59	44.57	62.07	30.59
Grade 5	23.00	12.22	12.50	49.00	37.78	56.25	28.00	50.00	31.25
All Grades	17.42	11.32	14.17	44.60	38.49	53.15	37.98	50.19	32.68

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	9.47	14.77	7.87	61.05	64.77	76.40	29.47	20.45	15.73
Grade 4	8.70	9.09	15.29	52.17	61.36	65.88	39.13	29.55	18.82
Grade 5	7.00	6.67	15.00	69.00	53.33	63.75	24.00	40.00	21.25
All Grades	8.36	10.15	12.60	60.98	59.77	68.90	30.66	30.08	18.50

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	17.89	32.95	13.48	50.53	34.09	61.80	31.58	32.95	24.72
Grade 4	10.87	8.05	15.29	44.57	44.83	52.94	44.57	47.13	31.76
Grade 5	16.00	12.22	18.75	40.00	42.22	61.25	44.00	45.56	20.00
All Grades	14.98	17.74	15.75	44.95	40.38	58.66	40.07	41.89	25.59

Conclusions based on this data:

1. School-wide: 38% of all students were proficient on the ELA section of the SBAC. The most growth occurred in both Claims 1 & 2
2. Grade Level: Fifth Grade made the most growth on the ELA SBAC moving from 18% to 42% in the 2018-2019 school year. Third grade had the lowest student proficiency with 35%
3. The school-wide Average Distance from Three moved from -80% in 2017-2018 to -26% in 2018-2019 which is 56% positive growth on the ELA SBAC

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	97	91	90	97	89	88	97	89	88	100	97.8	97.8
Grade 4	93	90	88	93	87	85	93	87	85	100	96.7	96.6
Grade 5	101	92	80	100	90	80	100	89	80	99	97.8	100
All	291	273	258	290	266	253	290	265	253	99.7	97.4	98.1

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2408.	2418.	2409.	10.31	14.61	12.50	26.80	22.47	23.86	27.84	31.46	25.00	35.05	31.46	38.64
Grade 4	2433.	2423.	2464.	6.45	5.75	11.76	19.35	14.94	23.53	34.41	34.48	42.35	39.78	44.83	22.35
Grade 5	2471.	2466.	2466.	7.00	8.99	3.75	17.00	16.85	13.75	36.00	24.72	37.50	40.00	49.44	45.00
All Grades	N/A	N/A	N/A	7.93	9.81	9.49	21.03	18.11	20.55	32.76	30.19	34.78	38.28	41.89	35.18

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	19.59	23.60	22.73	37.11	34.83	34.09	43.30	41.57	43.18
Grade 4	11.83	12.64	21.18	27.96	20.69	37.65	60.22	66.67	41.18
Grade 5	11.00	14.61	11.25	38.00	30.34	30.00	51.00	55.06	58.75
All Grades	14.14	16.98	18.58	34.48	28.68	33.99	51.38	54.34	47.43

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	9.28	13.48	15.91	54.64	53.93	45.45	36.08	32.58	38.64
Grade 4	11.83	9.20	18.82	43.01	42.53	49.41	45.16	48.28	31.76
Grade 5	8.00	14.61	7.50	56.00	33.71	56.25	36.00	51.69	36.25
All Grades	9.66	12.45	14.23	51.38	43.40	50.20	38.97	44.15	35.57

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	17.53	23.60	20.45	50.52	49.44	48.86	31.96	26.97	30.68
Grade 4	11.83	9.20	20.00	47.31	42.53	48.24	40.86	48.28	31.76
Grade 5	3.00	8.99	5.00	50.00	42.70	55.00	47.00	48.31	40.00
All Grades	10.69	13.96	15.42	49.31	44.91	50.59	40.00	41.13	33.99

Conclusions based on this data:

1. Math: 30% of all students were proficient on the Math SBAC in 2018-2019. This is a 2% increase from the previous school year.
2. All student groups, with the exception of White students, showed a decreased proficiency on the 2018-2019 SBAC test.
3. Although all claims are areas of concern in Math, claims 1 & 3 are the lowest, and will be targeted areas of instruction during the 2019-2020 school year.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	1395.9	1410.8	1404.0	1424.3	1377.0	1379.3	19	20
Grade 1	1429.4	1438.4	1453.3	1459.4	1404.8	1416.8	19	17
Grade 2	1453.1	1449.1	1463.5	1461.3	1442.0	1436.6	15	13
Grade 3	1483.5	1505.1	1479.7	1513.1	1486.8	1496.6	16	14
Grade 4	1508.3	1506.1	1515.6	1507.8	1500.5	1503.7	13	13
Grade 5	1538.4	1556.5	1549.7	1575.8	1526.9	1536.5	14	11
All Grades							96	88

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	0.00	*	25.00	*	70.00	*	5.00	19	20
1	*	11.76	*	17.65	*	58.82	*	11.76	19	17
2	*	0.00	*	53.85	*	38.46	*	7.69	15	13
3	*	28.57	*	21.43	*	42.86	*	7.14	16	14
4	*	15.38	*	46.15	*	30.77		7.69	13	13
5	*	45.45	*	45.45		9.09		0.00	14	11
All Grades	19.79	14.77	45.83	32.95	20.83	45.45	13.54	6.82	96	88

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	0.00	*	35.00	*	60.00	*	5.00	19	20
1	57.89	35.29	*	35.29	*	11.76	*	17.65	19	17
2	*	23.08	*	61.54	*	7.69		7.69	15	13
3	*	35.71	*	28.57	*	21.43	*	14.29	16	14
4	*	23.08	*	61.54		7.69		7.69	13	13
5	*	90.91	*	9.09		0.00		0.00	14	11
All Grades	45.83	30.68	35.42	38.64	*	21.59	12.50	9.09	96	88

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	57.89	10.00	*	80.00	*	10.00	19	20
1	68.42	52.94	*	35.29	*	11.76	19	17
2	*	7.69	*	84.62	*	7.69	15	13
3	*	28.57	68.75	28.57	*	42.86	16	14
4	*	23.08	*	61.54		15.38	13	13
5	*	18.18	*	81.82	*	0.00	14	11
All Grades	44.79	23.86	40.63	61.36	14.58	14.77	96	88

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	5.00	*	90.00	*	5.00	19	20
1	57.89	35.29	*	52.94	*	11.76	19	17
2	*	53.85	*	38.46		7.69	15	13
3	*	71.43	*	28.57	*	0.00	16	14
4	*	69.23	*	23.08		7.69	13	13
5	78.57	100.00	*	0.00		0.00	14	11
All Grades	61.46	50.00	26.04	44.32	12.50	5.68	96	88

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	0.00	*	95.00	*	5.00	19	20
1	*	11.76	*	35.29	*	52.94	19	17
2	*	0.00	*	76.92	*	23.08	15	13
3		7.14	*	71.43	*	21.43	16	14
4	*	0.00	*	69.23	*	30.77	13	13
5		18.18	85.71	63.64	*	18.18	14	11
All Grades	*	5.68	52.08	69.32	41.67	25.00	96	88

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	10.00	*	80.00	*	10.00	19	20
1		0.00	*	41.18	*	58.82	19	17
2	*	0.00	*	46.15	*	53.85	15	13
3		7.14	68.75	92.86	*	0.00	16	14
4	*	0.00	*	84.62	*	15.38	13	13
5	*	9.09	*	72.73		18.18	14	11
All Grades	16.67	4.55	54.17	69.32	29.17	26.14	96	88

Conclusions based on this data:

1. The majority of Lemon Crest's students scored a 2 on the ELPAC.
2. Fifth grade had the largest number of students at a level 4.
3. Speaking appears to be the strongest of the 4 domains for our students.

School and Student Performance Data

Student Population

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

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
551	62.4	16.7	0.4
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	92	16.7
Foster Youth	2	0.4
Homeless	1	0.2
Socioeconomically Disadvantaged	344	62.4
Students with Disabilities	90	16.3

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	26	4.7
American Indian	3	0.5
Asian	8	1.5
Filipino	12	2.2
Hispanic	215	39.0
Two or More Races	13	2.4
Pacific Islander	2	0.4
White	272	49.4





Conclusions based on this data:

1. Lemon Crest has the largest population of English Learners in LUSD, with 92 students enrolled.
2. Lemon Crest has 344 Socioeconomically Disadvantaged students.
3. Lemon Crest has 90 students with disabilities, making up 16.3% of the population.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. In 2017-2018 suspensions were extremely high. We are proud to have gone from red to yellow in just one year with a focus on school climate and the implementation of restorative practices.
2. Lemon Crest ES has increased to yellow in both ELA and Math.
3. Lemon Crest ES remains in the red in attendance. LC has a high rate of chronic and severe chronic absenteeism, as well as tardy students.

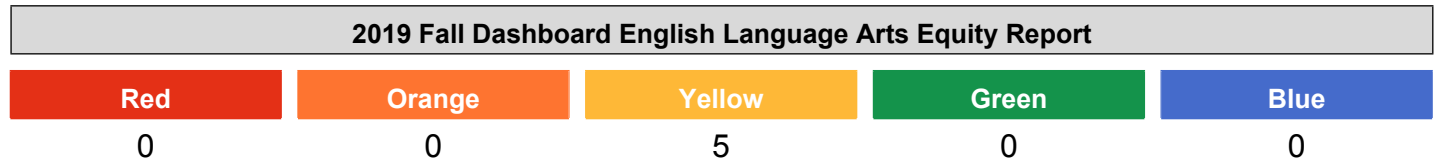
School and Student Performance Data

Academic Performance English Language Arts






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











This section provides number of student groups in each color.



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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	English Learners	Foster Youth
 Yellow 22 points below standard Increased Significantly ++27.9 points 244	 Yellow 50.6 points below standard Increased Significantly ++32.9 points 45	
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 Yellow 30.7 points below standard Increased Significantly ++33.6 points 150	 Yellow 68.3 points below standard Increased Significantly ++37.6 points 49

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	Asian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	Filipino  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8
Hispanic  Yellow 36.8 points below standard Increased Significantly ++36.6 points 89	Two or More Races  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	White  Yellow 17.1 points below standard Increased ++13.4 points 126

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

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner 82.5 points below standard Increased Significantly ++38.9 points 28	Reclassified English Learners 2 points above standard Increased Significantly ++22.4 points 17	English Only 16 points below standard Increased Significantly ++25.4 points 195
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Conclusions based on this data:

1. All student groups are now at a minimum level of yellow.
2. Student with Disabilities improved from red to yellow and increased the DFS by 37.6 points.
3. Hispanic students, which are our second largest student group, increased 36.6 points from the previous year's Distance from 3

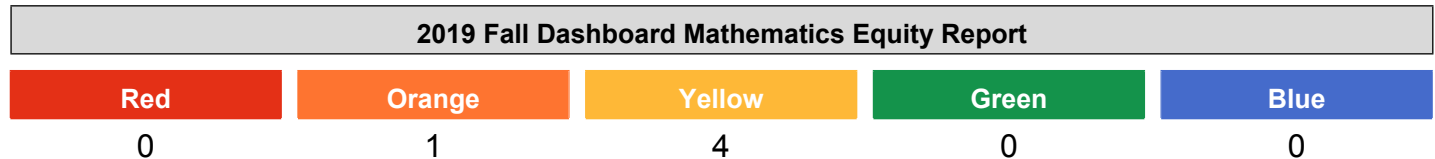
School and Student Performance Data

Academic Performance Mathematics






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











This section provides number of student groups in each color.



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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Yellow 37.5 points below standard Increased ++8.1 points 242	English Learners  Yellow 52.5 points below standard Increased Significantly ++20.8 points 45	Foster Youth
Homeless  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	Socioeconomically Disadvantaged  Yellow 48.1 points below standard Increased ++11.3 points 149	Students with Disabilities  Yellow 81 points below standard Increased Significantly ++31.3 points 47

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	Asian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	Filipino  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8
Hispanic  Yellow 48.5 points below standard Increased Significantly ++22.5 points 89	Two or More Races  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	White  Orange 28 points below standard Maintained ++0.4 points 124

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

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner 88.1 points below standard Increased Significantly ++18.5 points 28	Reclassified English Learners 6.2 points above standard Increased Significantly ++23.9 points 17	English Only 33.7 points below standard Increased ++4.1 points 193
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Conclusions based on this data:

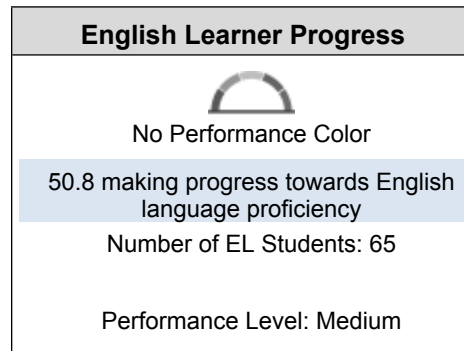
1. White students are the lowest performing student group at 28 points below standard and the only group in the orange.
2. EL students: Students increased 20.8 points, and moved from orange to yellow.
3. Students with Disabilities: Students with disabilities increased by 31.3 points and moved from red to yellow.

School and Student Performance Data

Academic Performance English Learner Progress

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

2019 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
8	24	4	29

Conclusions based on this data:

1. Lemon Crest's ELP level is medium.
2. Most of our EL students fall in the middle levels (maintained ELPI).
3. 29 students progressed at least one ELPI level.

School and Student Performance Data

Academic Performance College/Career

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

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

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

2019 Fall Dashboard College/Career for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard College/Career by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

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

2019 Fall Dashboard College/Career 3-Year Performance		
Class of 2017	Class of 2018	Class of 2019
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement Chronic Absenteeism







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











This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue
3	1	1	0	0

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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students  Red 19.2 Increased Significantly +3.7 604	English Learners  Orange 16.7 Increased +1.8 96	Foster Youth  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
Homeless  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	Socioeconomically Disadvantaged  Red 20.8 Increased +2.4 385	Students with Disabilities  Yellow 19.1 Declined -5.1 115

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American  No Performance Color 24.1 Increased +1.1 29	American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	Asian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	Filipino  No Performance Color 0 Declined -15.4 12
Hispanic  Red 20.7 Increased Significantly +3.4 237	Two or More Races  No Performance Color 6.3 Declined -17.6 16	Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	White  Red 18 Increased Significantly +6.2 295

Conclusions based on this data:

1. Most student groups, as well as school wide attendance fall in the red band on the dashboard.
2. Students with disabilities are in the yellow band on the dashboard. This group had an improvement from red to yellow.
3. Socioeconomically disadvantaged students fell from orange to red in 18-19 with a 2.4% increase in chronic absenteeism.

School and Student Performance Data

Academic Engagement Graduation Rate

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

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Graduation Rate Equity Report

Red

Orange

Yellow

Green

Blue

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

2019 Fall Dashboard Graduation Rate for All Students/Student Group

All Students

English Learners

Foster Youth

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

2019 Fall Dashboard Graduation Rate by Race/Ethnicity

African American

American Indian

Asian

Filipino

Hispanic

Two or More Races

Pacific Islander

White

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

2019 Fall Dashboard Graduation Rate by Year

2018

2019

Conclusions based on this data:

1.

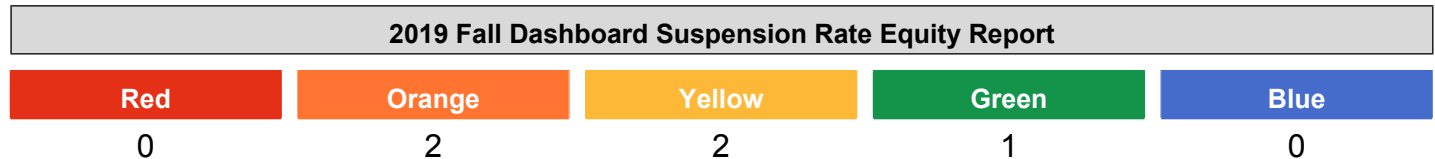
School and Student Performance Data

Conditions & Climate Suspension Rate







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











This section provides number of student groups in each color.



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

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  Yellow 3.1 Declined Significantly -1.2 622	English Learners  Orange 2 Increased +2 100	Foster Youth  No Performance Color Less than 11 Students - Data Not 2
Homeless  No Performance Color Less than 11 Students - Data Not 4	Socioeconomically Disadvantaged  Yellow 3.8 Declined Significantly -1.2 396	Students with Disabilities  Orange 3.4 Increased +1.4 118

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American  No Performance Color 0 Declined -7.4 33	American Indian  No Performance Color Less than 11 Students - Data 4	Asian  No Performance Color Less than 11 Students - Data 8	Filipino  No Performance Color 0 Maintained 0 12
Hispanic  Green 1.6 Declined -0.3 245	Two or More Races  No Performance Color 6.3 Declined -2.8 16	Pacific Islander  No Performance Color Less than 11 Students - Data 3	White  Yellow 4 Declined Significantly -1.5 301

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	4.3	3.1

Conclusions based on this data:

1. School Wide: This student moved from red to yellow.
2. EL Students fell from blue to orange.
3. Students with disabilities fell from yellow to orange.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Academic Achievement in ELA

Goal 1

By June 2020, students will show a minimum of 5 points growth across the Reading & Language Usage strands as measured by the site approved baseline and progress monitoring assessment (NWEA MAP).

Identified Need

School-wide, students struggle in all areas of ELA but especially in claim 4. This year, LC will target informational text, locating, citing text evidence, and explaining answers using content specific vocabulary through writing and presentations. To support meeting this target, Lemon Crest will focus on school wide support programs, as well as programs targeting specific student groups. LC will also be purchasing novels and expository resources, in both English and Spanish, to support learning to read, and reading to learn. We will also provide teachers multiple opportunities throughout the school year to attend professional development, work with grade level and vertical team members to plan ELA lessons and units targeting the skills to meet our academic goal, and work with colleagues to analyze data to drive instruction. We will also provide a personnel position which will support non-english speaking families, as well as our socioeconomically disadvantaged and foster students. Last, we will be providing intervention for struggling students, based on MAP results. This intervention will be specific to deficits flagged by MAP data, and aligned to CCSS. Lemon Crest will target EL academic and language proficiency.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
By June 2020, using the NWEA MAP ELA assessment as a performance indicator,	first through fifth grade students will show positive academic growth from their baseline RIT score in Reading and Language,	of at least 5 points.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Students will use research based strategy support programs Achieve 3000, Smarty Ants, and Lexia to target academic deficits, and provide remediation to close achievement gaps for all students, as well as targeted student groups.

Proposed Expenditures for this Strategy/Activity

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

13,200

Title I
4000-4999: Books And Supplies
Achieve 3000, Smarty Ants, and Lexia

7,500

LCFF Base
4000-4999: Books And Supplies
Achieve 3000, Smarty Ants, and Lexia

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

English Learners, Hispanic

Strategy/Activity

English Learners, and struggling Hispanic students will use the research based support program Imagine Learning to build English vocabulary development, reading comprehension, writing, and fluency skills.

Proposed Expenditures for this Strategy/Activity

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

7,900

LCFF Supplemental
4000-4999: Books And Supplies
Purchase of Technology Software to support students' vocabulary development

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

Socioeconomically Disadvantaged, English Learners, Hispanic, & Foster Youth

Strategy/Activity

A .49% bilingual office position has been created to help better serve the needs of specific student groups. Translation for non-english speaking parents, providing parents of foster and socioeconomically disadvantaged students direction to district and community based resources.

Proposed Expenditures for this Strategy/Activity

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

13,000	Title I 2000-2999: Classified Personnel Salaries Bilingual office & community liaison.
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Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Teacher coverage for on site, district, and out of district professional development and coaching opportunities focusing on ELA, specifically geared at citing text evidence, vocabulary development, and writing.
--

Proposed Expenditures for this Strategy/Activity

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

10,000	Title I 1000-1999: Certificated Personnel Salaries Teacher release time.
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Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

English Learners, Hispanic Students

Strategy/Activity

Three intervention teachers (49%), one being bilingual, will be hired to work with students not meeting grade level standards. These teachers will work to close the ELA achievement gap, by working with small groups on targeted skills.
--

Proposed Expenditures for this Strategy/Activity

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

30,000	Title I 1000-1999: Certificated Personnel Salaries Intervention teachers
70,000	CSI 1000-1999: Certificated Personnel Salaries Intervention teachers

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

EL, SED, Hispanic, Foster Youth

Strategy/Activity

The purchase of novels, short chapter books, and expository text sources in both English and Spanish, to support reading, citing information, and vocabulary development. These materials will be purchased so targeted student groups have access to varied reading sources to positively impact student achievement.

Proposed Expenditures for this Strategy/Activity

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

7,000

LCFF Supplemental
4000-4999: Books And Supplies
Informational text and literature

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

English Learners, SED Students

Strategy/Activity

Teachers will be trained and certified on GLAD strategies to better serve the needs of our students.

Proposed Expenditures for this Strategy/Activity

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

45,000

CSI
5800: Professional/Consulting Services And
Operating Expenditures
GLAD training

5,000

LCFF Base
5800: Professional/Consulting Services And
Operating Expenditures
GLAD training

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Teacher materials to support ELA instruction.

Proposed Expenditures for this Strategy/Activity

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

7,250

LCFF Base
4000-4999: Books And Supplies
Vocabulary acquisition materials and resources.

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Lemon Crest will work closely with the private consulting company, Orenda, to build systems which provide equitable educational opportunities for all students in ELA

Proposed Expenditures for this Strategy/Activity

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

9,250

CSI
5800: Professional/Consulting Services And
Operating Expenditures
Orenda

Strategy/Activity 10

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Extra duty pay for teachers to work with students in after school tutoring focused on ELA

Proposed Expenditures for this Strategy/Activity

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

1000

LCFF Base
2000-2999: Classified Personnel Salaries
After school tutoring

Strategy/Activity 11

Students to be Served by this Strategy/Activity

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

EL Students and SED students

Strategy/Activity

Parent Education Opportunities to academically support EL students and students of low SES, as well as forge the home school partnership.

Proposed Expenditures for this Strategy/Activity

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

1,192

Title I Parent Involvement
5000-5999: Services And Other Operating
Expenditures
Parent engagement

Strategy/Activity 12

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Maintain supplies and office equipment (Printers, Xerox, Riso, Laminator/Film,Toner) for the purpose of supporting and maintaining the ongoing instructional program.

Proposed Expenditures for this Strategy/Activity

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

14,050

Unrestricted Lottery
4000-4999: Books And Supplies
Office equipment

Strategy/Activity 13

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Teacher Supply Budget

Proposed Expenditures for this Strategy/Activity

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

13,170

Unrestricted Lottery
4000-4999: Books And Supplies
Teacher classroom supplies

Annual Review

SPSA Year Reviewed: 2018-19

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

ANALYSIS

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

This is a new goal.

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

This is a new goal.

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

This is a new goal.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Academic Achievement

Goal 2

By June 2020, students will be able to understand multi-step math problems, and express their answers in multiple ways. Students will show 10% growth on the 2019-2020 Math SBAC.

Identified Need

Positive student achievement through a stronger understanding of multi-step math problems, and being better able to express their answers in multiple ways.

Primary Grades: Students will be able to verbally express themselves through the skills learned during Math Talks.

Upper Grades: Students will be able to express themselves by producing constructed responses, which include tier II & III math vocabulary to show understanding. This will be measured by NWEA Map Scores, math performance tasks, SBAC scores, and teacher observation/anecdotal records.

This year LC will focus on students' ability to reason through multi-step problems and answer mathematical questions through oral explanation and constructed responses.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
By June of 2020, using the 2019-2020 SBAC Math results,	school-wide proficiency will grow from 30%	to 40%

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Students with Disabilities, EL Learners, Low SED, Hispanic

Strategy/Activity

Teachers will work closely with the outside consulting company, Math Transformations, to better understand how to teach multi step problems, abstract reasoning, and expressing answers in a multitude of ways including verbally, creating a visual representation, and constructed response.

Proposed Expenditures for this Strategy/Activity

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

12000	CSI 5800: Professional/Consulting Services And Operating Expenditures Professional development/learning opportunities for teachers and administration targeted at mathematical reasoning strategies.
-------	--

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Teacher coverage for on site, district, and out of district professional development and coaching opportunities focusing on understand how to teach multi step problems, abstract reasoning, and expressing answers in a multitude of ways including verbally, creating a visual representation, and constructed response

Proposed Expenditures for this Strategy/Activity

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

5,000	LCFF Base 1000-1999: Certificated Personnel Salaries Release time
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Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

EL Students

Strategy/Activity

Extra hours for the site EL Assistant to provide our English learners opportunities for small group and one on one remediation in math
--

Proposed Expenditures for this Strategy/Activity

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

2,500	LCFF Base 2000-2999: Classified Personnel Salaries EL support
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Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Teacher Materials to support math learning in the classroom.

Proposed Expenditures for this Strategy/Activity

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

7,250

LCFF Base
4000-4999: Books And Supplies
Materials

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Lemon Crest will work closely with the private consulting company, Orenda, to build systems which provide equitable educational opportunities for all students in Math.

Proposed Expenditures for this Strategy/Activity

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

9,250

CSI
5800: Professional/Consulting Services And
Operating Expenditures
Orenda

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Access to the technology support program Fast Math

Proposed Expenditures for this Strategy/Activity

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

3500

LCFF Base
4000-4999: Books And Supplies
Math support program

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

English Learners, Hispanic, Low SES, Students with Disabilities

Strategy/Activity

Opportunities for teachers to attend off site professional development and conferences geared toward the math strategies outlined in our math goal, which will foster math proficiency for our highest at risk student groups.

Proposed Expenditures for this Strategy/Activity

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

2500

LCFF Base
5800: Professional/Consulting Services And
Operating Expenditures
Professional learning

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Extra duty pay for teachers to work with students in after school tutoring focused on math

Proposed Expenditures for this Strategy/Activity

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

1000

LCFF Base
1000-1999: Certificated Personnel Salaries
Tutoring

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Teacher Supply Budgets

Proposed Expenditures for this Strategy/Activity

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

13,170

Unrestricted Lottery
4000-4999: Books And Supplies
Supplies and budgets

Annual Review

SPSA Year Reviewed: 2018-19

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

ANALYSIS

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

This is a new goal.

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

This is a new goal.

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

This is a new goal.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Socio-Emotional Well Being

Goal 3

By June 2020, students will decrease physical and verbal aggression occur in common areas by 50% as measured by incident reports, referrals, and suspension data. This will be monitored by data analysis on targeted data weeks

Identified Need

We found that the highest amount of referrals occur in common areas on campus. Hallways, bathrooms, and the cafeteria are all areas in which physical aggression occurs. The area where physical and verbal aggression occur is on the playground. Both primary and upper grade incidents occur most frequently during unstructured recess time. After reviewing the data that was input into Illuminate, we were also able to see trends in the types of behavior infractions. The most frequent behavior infraction that occurs at Lemon Crest ES is physical and verbal aggression toward another student.-

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
By June 2020, students will decrease high level referrals and suspensions for physical and verbal aggression,	from 32 incidents in 2018-2019	to 16 incidents in 2019-2020

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Students will work toward developing social-emotional skills, including empathy towards others and caring deeply, through the implementation of Peaceful Playgrounds. This structured recess system, will decrease physical and verbal aggression by teaching good sportsmanship and conflict resolution skills. The implementation will include additional Campus supervisor hours, as well as the addition of a .49% playground coordinator. The additional \$12,599. expenditure is to prepare the playgrounds and blacktops for the games and activities implemented during Peaceful Playgrounds.

Proposed Expenditures for this Strategy/Activity

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

12599.	CSI 5000-5999: Services And Other Operating Expenditures Preparation of Learning Environment Primary and Upper Recess Areas
11850.88	CSI 2000-2999: Classified Personnel Salaries Peaceful Playgrounds coordinator- 1 year
2493.00	CSI 2000-2999: Classified Personnel Salaries Additional campus supervisor support

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Students will work toward building a sense of significance and belonging in and outside of the classroom by continuing to following the principles of Responsive Classroom and Teaching Children to Care. These foundational skills will continue to shift the current school climate, to one that focuses on respectful interactions, meaningful connections, and caring deeply. The allocation is for materials and books to support Responsive Classroom on our campus

Proposed Expenditures for this Strategy/Activity

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

2,471	LCFF Base 4000-4999: Books And Supplies Materials and supplies for teachers, administration, and classified staff targeted at conflict resolution and social emotional well being
7000	LCFF Base 5800: Professional/Consulting Services And Operating Expenditures Professional development

Annual Review

SPSA Year Reviewed: 2018-19

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

ANALYSIS

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

Last year, implementation of Responsive classroom and Peaceful Playgrounds began after winter break. We began using RC with morning meeting. This was geared at building relationships based on caring and empathy. Students worked to have positive interactions based on being able to express themselves, have conversations, and be heard. Within the morning meeting, students worked on restorative practices and putting themselves in each other shoes. After the initial implementation of morning meeting, we moved to implementing peaceful playgrounds. This system is geared at creating opportunities for group games and structured play which students learn team work, following the rules, and good sportsmanship.

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

There were no major differences between the implementation plan and the implementation process. The budgeted expenditures were spent the way that they were laid out in the SPSA, and the intended outcome of the goal was partially met. We did not meet the intended goal of 70% decrease, but did make 49%.

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.

Because of the success of this goal there will be no changes to it. We have added a Playground Coordinator position to oversee the implementation of the Peaceful Playgrounds roll out, as well as be a liaison to administration.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 4

Identified Need

Annual Measurable Outcomes

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 5

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$172,442.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$347,095.88

Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
CSI	\$172,442.88
Title I	\$66,200.00
Title I Parent Involvement	\$1,192.00

Subtotal of additional federal funds included for this school: \$239,834.88

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

State or Local Programs	Allocation (\$)
LCFF Base	\$51,971.00
LCFF Supplemental	\$14,900.00
Unrestricted Lottery	\$40,390.00

Subtotal of state or local funds included for this school: \$107,261.00

Total of federal, state, and/or local funds for this school: \$347,095.88

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
LCFF Base	51,971.06	0.06
LCFF Supplemental	22,399.32	7,499.32
Title I	66,236.00	36.00
Unrestricted Lottery	40,390.05	0.05
CSI	172,442.00	-0.88
Title I Parent Involvement	1,156.00	-36.00

Expenditures by Funding Source

Funding Source	Amount
CSI	172,442.88
LCFF Base	51,971.00
LCFF Supplemental	14,900.00
Title I	66,200.00
Title I Parent Involvement	1,192.00
Unrestricted Lottery	40,390.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	116,000.00
2000-2999: Classified Personnel Salaries	30,843.88
4000-4999: Books And Supplies	96,461.00
5000-5999: Services And Other Operating Expenditures	13,791.00
5800: Professional/Consulting Services And Operating Expenditures	90,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	CSI	70,000.00
2000-2999: Classified Personnel Salaries	CSI	14,343.88
5000-5999: Services And Other Operating Expenditures	CSI	12,599.00
5800: Professional/Consulting Services And Operating Expenditures	CSI	75,500.00
1000-1999: Certificated Personnel Salaries	LCFF Base	6,000.00
2000-2999: Classified Personnel Salaries	LCFF Base	3,500.00
4000-4999: Books And Supplies	LCFF Base	27,971.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF Base	14,500.00
4000-4999: Books And Supplies	LCFF Supplemental	14,900.00
1000-1999: Certificated Personnel Salaries	Title I	40,000.00
2000-2999: Classified Personnel Salaries	Title I	13,000.00
4000-4999: Books And Supplies	Title I	13,200.00
5000-5999: Services And Other Operating Expenditures	Title I Parent Involvement	1,192.00
4000-4999: Books And Supplies	Unrestricted Lottery	40,390.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	254,512.00
Goal 2	56,170.00
Goal 3	36,413.88

School Site Council Membership

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

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

Name of Members	Role
Keith Keiper	Principal
Roxanne Givens	Classroom Teacher
Jessica Byrd	Classroom Teacher
Corie Flynn	Classroom Teacher
Brandi Whitehurst	Other School Staff
Maria Lopez	Parent or Community Member
Dena Estrada	Parent or Community Member
Cynthia Lopez	Parent or Community Member
Brenda Contreras	Parent or Community Member
Amanda Willard	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

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

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature

Committee or Advisory Group Name

English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 10/16/19.

Attested:

Principal, Keith Keiper on

SSC Chairperson, Dena Estrada on

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

[Stakeholder Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Stakeholder Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**asurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

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

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

Identified Need

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

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

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

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

Annual Review

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

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

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

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

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

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

Budget Summary

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

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

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

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

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

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceusesinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

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

Targeted Support and Improvement

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

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceusesinvestment.pdf>.)

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Lakeside Farms Elementary School	37681896038343	11/18/19	

Purpose and Description

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

Schoolwide Program

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

Lakeside Farms Elementary's School Site Council (SSC) meets regularly during the school year as part of a continuous cycle of improvement to review and update the school plan (including proposed expenditures of Title I funds). Lakeside Farms school goals are based upon a comprehensive needs assessment that includes the analysis of verifiable state data, including information displayed on the CA School Dashboard. Other district and school data, including benchmark assessments, attendance data, and suspension data, are utilized to further measure and monitor achievement throughout the school year. School goals are aligned with LUSD LCAP goals and include the same metrics/indicators. Input and advice is solicited from school advisory committees. The Lakeside Farms SPSA addresses how LCFF and Title I funds will be used to improve the academic performance, attendance rate, and suspension rates for all students.

Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

At Lakeside Farms we use a needs assessment survey for both teachers and parents. This survey includes understanding the role of the School Site Council, effective and ineffective strategies being implemented, barriers that impede student academic success, and a place for suggestions and information. Our school also uses the California Healthy Kids Survey and School Climate Survey which provides students and teachers the opportunity to express concerns and highlight things that work at your school site. The CHKS provides students to comment on academic, social emotional, and overall school climate.

Classroom Observations

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

Formal and Informal classroom visits throughout the school year. Specifically weekly informal walkthroughs are conducted to monitor instruction and behavior, as well as gauge student achievement. Each classroom is visited at least once a week, and they are between 15 - 30 minutes in duration. There are also opportunities for yearly formal observation, if a teacher chooses. These observations are not stand alone, and informal walkthroughs are used to provide a well rounded instructional picture in the classroom.

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

Our school conducted a needs assessment to identify areas of student needs to inform goal setting for increased student achievement. This needs assessment included:

- Analysis of 2018-19 SBAC scores
- Analysis of site developed classroom assessments
- Classroom observations of teaching
- Review of required instructional minutes in core academic areas
- Evaluation of the effectiveness of teacher professional development
- Evaluation of teacher collaboration for the purpose of improved instruction

Major findings from this analysis were:

A need to improve student performance in all areas, with a specific emphasis on Math and Language Arts, targeted intervention and increased collaboration time.

- Within Math, our staff determined a specific need to focus on Procedural Fluency across all grade levels (K-5).
- Within Language Arts, our staff determined a specific need to focus on Reading Comprehension across all grade levels (K-5).

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

SBAC interim assessments, district adopted assessments, Achieve 3000 assessments/data, and teacher made assessments were all used to target, modify, and drive classroom instruction

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All teachers are fully credentialed.

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

Teachers are sufficiently trained and attend professional development regularly.

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

Each Wednesday, LUSD teachers have site based Professional Learning Community time. This 120 minute block is directed at staff development and development of content standards and data analysis. This time is spent as a whole staff, grade levels, and vertically aligned to help teachers see the big picture and positively impact student achievement

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

Teachers have access to one site based instructional coaches, as well as a MTSS TOSA who helps with behavior and social emotional learning.

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

Teachers use PLC time, as well as site funded release time to collaborate, observe peers, as well as teachers across the district, as well as surrounding districts.

Teaching and Learning

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

adopted ELA (Wonders), Math (Everyday Math), Science (NGSS), and Social Studies curriculum. These adoptions are aligned with Common Core State Standards.

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

Annual Minutes

Kindergarten 36,000 Grades 1 – 3 50,400 Grades 4 – 8 54,000

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

Lakeside Farms follows adopted pacing guides for both ELA and Math, as well as pacing for baseline assessments, progress monitoring assessments, report cards, and parent conferences.

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

All students have access to all adopted instructional materials, grade appropriate site licenses for technology programs used for instructional support, and any ancillary materials that are used to support student learning

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

Adopted and standards aligned curriculum is used.

Opportunity and Equal Educational Access

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

Students receive language development and classroom interventions.

Evidence-based educational practices to raise student achievement

We are using Achieve 3000 and Math Transformations.

Parental Engagement

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

Lakeside Farms provides School Smarts classes to provide the skills to support their students in school.

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

We provide opportunities for stakeholder involvement through School Site Council, English Language Advisory Committee, and DELAC.

Funding

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

Achieve 3000

Math Transformations Intervention

Fiscal support (EPC)

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

Lakeside Farms Staff involvement included goal setting in June of 2019 as well as August and September of 2019. The Lakeside Farms School Site Council provided input for the SPSA at regular meeting. This SPSA was reviewed and approved 11/18/19.

Resource Inequities

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

In order to identify resource inequities, our teams constructed a Pareto Chart to find out where the largest percentage of our budget was being spent. From there, we sought to determine if all student groups were being served equitably with our expenditures. We discovered that we were spending an awful lot of money on technology software and much less on professional learning and student supports. This year, we established new goals that provided more professional development opportunities so that we can build systems to more directly support children, particularly those in student groups in need of more intense structures.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	16-17	17-18	18-19	16-17	17-18	18-19
American Indian	1.1%	1.34%	1.22%	7	9	8
African American	6.2%	7.46%	10.08%	39	50	66
Asian	1.1%	1.64%	1.37%	7	11	9
Filipino	1.7%	2.39%	2.75%	11	16	18
Hispanic/Latino	23.6%	22.54%	23.21%	149	151	152
Pacific Islander	0.6%	0.90%	0.31%	4	6	2
White	62.3%	61.04%	59.39%	394	409	389
Multiple/No Response	%	%	%			
Total Enrollment				632	670	655

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	16-17	17-18	18-19
Kindergarten	97	129	102
Grade 1	100	97	122
Grade 2	112	99	91
Grade3	119	123	108
Grade 4	106	120	116
Grade 5	98	102	116
Total Enrollment	632	670	655

Conclusions based on this data:

1. The largest group of students are White.
2. The second largest group is Hispanic.
3. Grade level sizes range from 91 to 122 students.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	16-17	17-18	18-19	16-17	17-18	18-19
English Learners	37	33	31	5.9%	4.9%	4.7%
Fluent English Proficient (FEP)	15	15	18	2.4%	2.2%	2.7%
Reclassified Fluent English Proficient	8	4	6	25.0%	10.8%	18.2%

Conclusions based on this data:

1. We are seeing a slight decline in the number of English Learners at Lakeside Farms from year to year.
2. The percentage of Fluent English Proficient students increased very slightly, from 2.2% to 2.7%.
3. RFEP percentages grew from 10.8% to 18.2%

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	121	122	109	118	117	104	118	117	104	97.5	95.9	95.4
Grade 4	107	116	119	106	112	117	106	112	117	99.1	96.6	98.3
Grade 5	99	100	114	96	97	107	96	97	107	97	97	93.9
All	327	338	342	320	326	328	320	326	328	97.9	96.4	95.9

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2426.	2457.	2428.	22.88	37.61	24.04	22.03	24.79	30.77	32.20	24.79	18.27	22.88	12.82	26.92
Grade 4	2451.	2459.	2480.	23.58	16.96	30.77	18.87	32.14	26.50	22.64	22.32	22.22	34.91	28.57	20.51
Grade 5	2522.	2515.	2509.	19.79	22.68	18.69	40.63	39.18	39.25	21.88	18.56	23.36	17.71	19.59	18.69
All Grades	N/A	N/A	N/A	22.19	26.07	24.70	26.56	31.60	32.01	25.94	22.09	21.34	25.31	20.25	21.95

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	21.19	37.61	20.19	47.46	46.15	52.88	31.36	16.24	26.92
Grade 4	19.81	17.86	31.62	52.83	58.93	47.01	27.36	23.21	21.37
Grade 5	29.17	24.74	19.63	46.88	52.58	61.68	23.96	22.68	18.69
All Grades	23.13	26.99	24.09	49.06	52.45	53.66	27.81	20.55	22.26

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	22.88	37.61	25.00	49.15	44.44	50.96	27.97	17.95	24.04
Grade 4	17.92	16.96	18.80	52.83	53.57	61.54	29.25	29.46	19.66
Grade 5	31.25	27.84	27.10	54.17	46.39	52.34	14.58	25.77	20.56
All Grades	23.75	27.61	23.48	51.88	48.16	55.18	24.38	24.23	21.34

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	19.49	23.08	21.15	69.49	70.09	63.46	11.02	6.84	15.38
Grade 4	18.87	15.18	27.35	53.77	69.64	58.12	27.36	15.18	14.53
Grade 5	19.79	20.62	19.63	67.71	67.01	62.62	12.50	12.37	17.76
All Grades	19.38	19.63	22.87	63.75	69.02	61.28	16.88	11.35	15.85

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	25.42	36.75	24.04	53.39	51.28	52.88	21.19	11.97	23.08
Grade 4	17.92	18.75	23.93	55.66	56.25	55.56	26.42	25.00	20.51
Grade 5	31.25	37.11	26.17	53.13	43.30	52.34	15.63	19.59	21.50
All Grades	24.69	30.67	24.70	54.06	50.61	53.66	21.25	18.71	21.65

Conclusions based on this data:

1. 3rd grade had the fewest number of students scoring below standard in listening.
2. Significantly more students met or exceeded the standards in 5th grade, than in 3rd or 4th.
3. More students met or exceeded the standards in Research/Inquiry than in Reading, listening or Writing.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	121	122	109	118	117	104	118	117	104	97.5	95.9	95.4
Grade 4	107	116	119	106	112	117	106	112	117	99.1	96.6	98.3
Grade 5	99	100	114	96	97	107	96	97	107	97	97	93.9
All	327	338	342	320	326	328	320	326	328	97.9	96.4	95.9

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2428.	2451.	2439.	16.10	29.91	23.08	28.81	26.50	35.58	33.05	28.21	18.27	22.03	15.38	23.08
Grade 4	2469.	2473.	2471.	14.15	11.61	10.26	28.30	29.46	33.33	34.91	46.43	43.59	22.64	12.50	12.82
Grade 5	2512.	2505.	2489.	23.96	23.71	15.89	21.88	21.65	17.76	33.33	24.74	33.64	20.83	29.90	32.71
All Grades	N/A	N/A	N/A	17.81	21.78	16.16	26.56	26.07	28.96	33.75	33.44	32.32	21.88	18.71	22.56

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	23.73	41.03	42.31	47.46	32.48	27.88	28.81	26.50	29.81
Grade 4	25.47	16.96	18.80	33.02	53.57	47.01	41.51	29.46	34.19
Grade 5	29.17	22.68	17.76	35.42	37.11	34.58	35.42	40.21	47.66
All Grades	25.94	27.30	25.91	39.06	41.10	36.89	35.00	31.60	37.20

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	21.19	36.75	28.85	55.93	44.44	50.96	22.88	18.80	20.19
Grade 4	20.75	16.07	20.51	50.00	62.50	58.12	29.25	21.43	21.37
Grade 5	30.21	26.80	22.43	50.00	47.42	48.60	19.79	25.77	28.97
All Grades	23.75	26.69	23.78	52.19	51.53	52.74	24.06	21.78	23.48

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	25.42	39.32	30.77	52.54	45.30	48.08	22.03	15.38	21.15
Grade 4	20.75	18.75	22.22	50.00	57.14	55.56	29.25	24.11	22.22
Grade 5	18.75	22.68	18.69	55.21	48.45	43.93	26.04	28.87	37.38
All Grades	21.88	27.30	23.78	52.50	50.31	49.39	25.63	22.39	26.83

Conclusions based on this data:

1. Percentage of students at or near standard has risen in the area of Communicating Reasoning and Demonstrating the ability to support mathematical conclusions.
2. Over half of the students in 5th grade scored below standard in 5th grade.
3. For the past 3 years there has been an increase in the percentage of students above standard in the area of Concepts & Procedures and Applying mathematical concepts and procedures.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	*	*	*	*	*	*	*	*
Grade 1	*	*	*	*	*	*	*	*
Grade 2	*	*	*	*	*	*	*	8
Grade 3	*	*	*	*	*	*	*	8
Grade 4	*	*	*	*	*	*	*	4
Grade 5	*	*	*	*	*	*	*	8
All Grades							37	33

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	*		*		*	*	*	*	*
1	*	*	*	*		*		*	*	*
2	*	*	*	*		*		*	*	*
3		*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*		*	*	*
5	*	*		*	*	*		*	*	*
All Grades	40.54	30.30	45.95	36.36	*	18.18	*	15.15	37	33

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	*		*		*	*	*	*	*
1	*	*	*	*		*		*	*	*
2	*	*	*	*		*		*	*	*
3	*	*	*	*		*	*	*	*	*
4	*	*	*	*	*	*		*	*	*
5	*	*		*	*	*		*	*	*
All Grades	67.57	42.42	*	42.42	*	3.03	*	12.12	37	33

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades	67.57	36.36	32.43	51.52		12.12	37	33

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*
All Grades	54.05	45.45	35.14	42.42	*	12.12	37	33

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
2	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*
All Grades	29.73	15.15	62.16	63.64	*	21.21	37	33

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades	37.84	27.27	59.46	63.64	*	9.09	37	33

Conclusions based on this data:

1. 33 students were tested in 18-19.
2. We have a wide distribution of students for overall levels 1-4.
3. Speaking appears to be the strongest of the 4 language domains.

School and Student Performance Data

Student Population

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

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
655	45.0	4.7	This is the percent of students whose well-being is the responsibility of a court.
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	31	4.7
Homeless	1	0.2
Socioeconomically Disadvantaged	295	45.0
Students with Disabilities	125	19.1





Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	66	10.1
American Indian	8	1.2
Asian	9	1.4
Filipino	18	2.7
Hispanic	152	23.2
Two or More Races	11	1.7
Pacific Islander	2	0.3
White	389	59.4

Conclusions based on this data:

1. Our students with disabilities group makes up nearly 20% of our population. 4.7 % of our students are English Learners.
2. About half of our students are socioeconomically disadvantaged.
3. Our largest groups of students by race/ethnicity are White (59.4%), Hispanic (23.2%) and African American (10.1%).

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students		
Academic Performance	Academic Engagement	Conditions & Climate
<div>English Language Arts</div> <div></div> <div>Yellow</div>	<div>Chronic Absenteeism</div> <div></div> <div>Yellow</div>	<div>Suspension Rate</div> <div></div> <div>Green</div>
<div>Mathematics</div> <div></div> <div>Yellow</div>		

Conclusions based on this data:

1. Lakeside Farms is in the yellow in both ELA and Math.
2. Chronic Absenteeism is in the yellow.
3. The suspension rate is in the green.

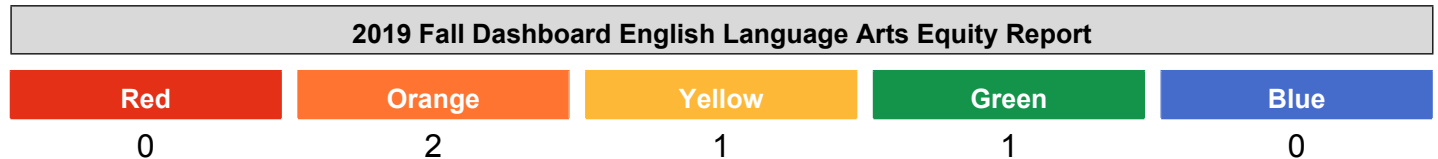
School and Student Performance Data

Academic Performance English Language Arts






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











This section provides number of student groups in each color.



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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group				
All Students	English Learners	Foster Youth	Homeless	Socioeconomically Disadvantaged
 Yellow 5.5 points above standard Declined -4.4 points 308	 No Performance Color 5.2 points above standard Increased Significantly ++29.2 points 26	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1		 Yellow 0.5 points below standard Maintained -1.7 points 127
				 Orange 72.5 points below standard Increased ++6.7 points 67

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American  No Performance Color 7 points below standard Declined -4 points 20	American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	Asian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	Filipino  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8
Hispanic  Orange 9.6 points below standard Maintained ++2.4 points 67	Two or More Races  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	White  Green 11.3 points above standard Declined -6.7 points 200

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

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner Less than 11 Students - Data Not Displayed for Privacy 10	Reclassified English Learners 23.3 points above standard Declined -4.3 points 16	English Only 5.5 points above standard Declined -7.6 points 279
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Conclusions based on this data:

- Students with disabilities are in the orange, and have improved one color.
- Socioeconomically Disadvantaged are in the yellow.
- Although ELs did not receive a color, their performance has increased by 29.2 points.

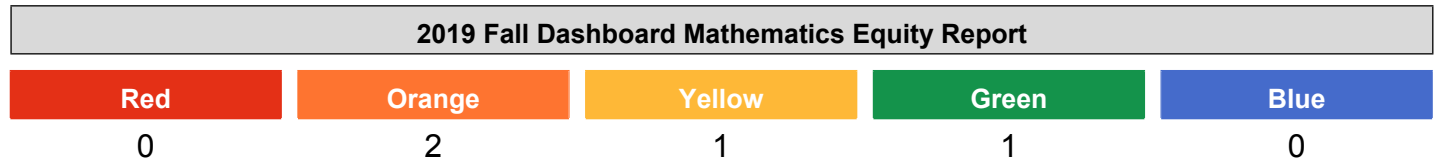
School and Student Performance Data

Academic Performance Mathematics






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











This section provides number of student groups in each color.



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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Yellow 15.2 points below standard Declined -11.5 points 308	English Learners  No Performance Color 7.6 points below standard Increased ++8.4 points 26	Foster Youth  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Homeless	Socioeconomically Disadvantaged  Green 15 points below standard Increased ++4.3 points 127	Students with Disabilities  Orange 92.4 points below standard Declined -9.5 points 67

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 24.1 points below standard Increased ++9.8 points 20	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8
Hispanic	Two or More Races	Pacific Islander	White
 Orange 35.8 points below standard Declined -8.4 points 67	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 Yellow 8.1 points below standard Declined -14.8 points 200

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

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
Less than 11 Students - Data Not Displayed for Privacy 10	17.9 points above standard Declined -9.7 points 16	15.9 points below standard Declined -13.8 points 279

Conclusions based on this data:

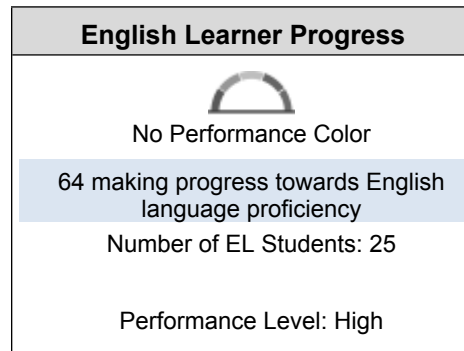
1. Students with disabilities are in the orange scoring 92.4 points below standard.
2. White students are in the yellow, and performance declined by 14.8 points.
3. Hispanic students are in the orange and performance declined by 5.3 points.

School and Student Performance Data

Academic Performance English Learner Progress

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

2019 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
4	5	3	13

Conclusions based on this data:

1. Lakeside Farms received a high performance level.
2. Many of our students progressed at least one ELPI level.
3. 4 of our students decreased by one ELPI level.

School and Student Performance Data

Academic Performance College/Career

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

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

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

2019 Fall Dashboard College/Career for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard College/Career by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

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

2019 Fall Dashboard College/Career 3-Year Performance		
Class of 2017	Class of 2018	Class of 2019
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

Conclusions based on this data:

1.

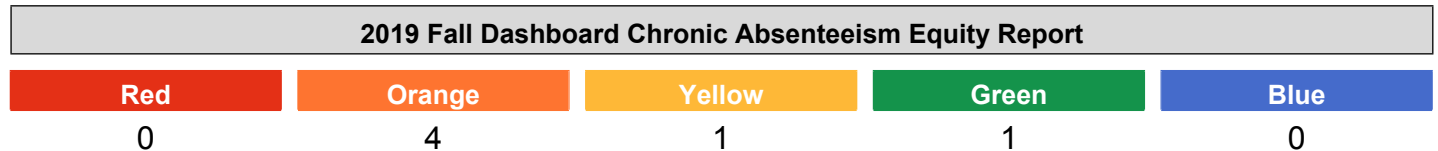
School and Student Performance Data

Academic Engagement Chronic Absenteeism







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











This section provides number of student groups in each color.



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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students  Yellow 5.5 Maintained 0 704	English Learners  Orange 14.7 Increased +3.9 34	Foster Youth  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4
Homeless  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	Socioeconomically Disadvantaged  Orange 9.1 Increased +1.2 318	Students with Disabilities  Orange 6.9 Increased +2 160

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American  Green 6.7 Declined -4.6 75	American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	Asian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10	Filipino  No Performance Color 0 Declined -5.9 18
Hispanic  Yellow 5.3 Maintained -0.4 171	Two or More Races  No Performance Color 8.3 Increased +2.8 12	Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	White  Orange 5.6 Increased +1.4 408

Conclusions based on this data:

1. All Students are in the Yellow, maintained.
2. EL students are in the orange, increased.
3. Socioeconomically Disadvantaged is in the orange, increased.

School and Student Performance Data

Academic Engagement Graduation Rate

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

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Graduation Rate Equity Report				
Red	Orange	Yellow	Green	Blue

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

2019 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

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

2019 Fall Dashboard Graduation Rate by Year	
2018	2019

Conclusions based on this data:

1.

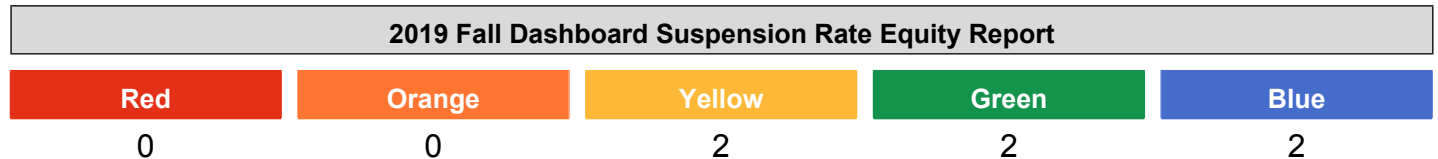
School and Student Performance Data

Conditions & Climate Suspension Rate







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











This section provides number of student groups in each color.



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

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  Green 0.7 Maintained 0 718	English Learners  Blue 0 Maintained 0 34	Foster Youth  No Performance Color Less than 11 Students - Data Not 4
Homeless  No Performance Color Less than 11 Students - Data Not 1	Socioeconomically Disadvantaged  Green 0.6 Declined -0.3 323	Students with Disabilities  Yellow 1.2 Maintained -0.2 163

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American  Green 1.3 Declined -3.5 80	American Indian  No Performance Color Less than 11 Students - Data 8	Asian  No Performance Color Less than 11 Students - Data 10	Filipino  No Performance Color 0 Maintained 0 18
Hispanic  Blue 0 Maintained 0 173	Two or More Races  No Performance Color 0 Maintained 0 12	Pacific Islander  No Performance Color Less than 11 Students - Data 2	White  Yellow 1 Increased +0.5 415

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	0.7	0.7

Conclusions based on this data:

1. All Students in the green, maintained.
2. Students with disabilities in the yellow, maintained.
3. Socioeconomically Disadvantaged in the green, declined.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Academic Achievement

Goal 1

By June of 2020 students will increase their ability to communicate mathematical reasoning from 73% at above or near standard to 78% as evidenced by the communicating reasoning claim on the SBAC.

Identified Need

Students will be able to clearly support their own mathematical reasoning and critique others through the use of number talks and sentence frames and procedural fluency.

Students not receiving Special Education Services are 85% above or near standard on the communicating reasoning claim compared to 32% of students with Special Education Services above or near standard. We realize that special education needs additional scaffolds and supports to meet this goal.

64% of our EL's were below standard in communicating reasoning.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
By June of 2020 using the communicating reasoning claim on SBAC	Students will show positive growth from 73%	to 78%.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students will build Mathematical Fluency and communicating reasoning skills.

Strategy/Activity

Common use of Number Talks and building mathematical language. This will be supported by consulting work with Math Transformations.

Proposed Expenditures for this Strategy/Activity

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

15000

Title I
5800: Professional/Consulting Services And
Operating Expenditures

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Students with Disabilities

Strategy/Activity

This includes collaboration time as well small and whole staff PD.

Proposed Expenditures for this Strategy/Activity

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

2000

Title I
1000-1999: Certificated Personnel Salaries
Substitute Teachers to provide release time for
collaboration, peer observation and lesson study

Materials, supplies (including printer supplies)
for lesson delivery and development

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

At Risk Students in the All Students Group

Strategy/Activity

Teachers will provide Tier II intervention for students who are at risk.

Proposed Expenditures for this Strategy/Activity

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

3,500

Title I
1000-1999: Certificated Personnel Salaries
Substitute Costs for intervention teachers to
provide Tier 2 support for students who are
indicated at-risk as seen with the trimester data.

6000

LCFF Supplemental

Release time for kid watch process

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

Students with disabilities

Strategy/Activity

Co-Teaching Training for General Education Staff and SPED Staff

Proposed Expenditures for this Strategy/Activity

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

5000

LCFF Base

Co-Teaching Training

LCFF Supplemental

Co-Teaching Training

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

EL Students

Strategy/Activity

Imagine Learning Program to build fluency and comprehension.

Proposed Expenditures for this Strategy/Activity

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

LCFF Supplemental

Annual Review

SPSA Year Reviewed: 2018-19

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

ANALYSIS

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

This is a new goal.

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

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

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Academic Achievement

Goal 2

By June 2020, All Learners will increase their Reading Level (Lexile) by at least an average 125 points. We will use the NEWA MAP assessment as well as Achieve 3000 for the baseline and measurements throughout the year.

Identified Need

School-wide, students have struggled in all areas of ELA, with a specific need in reading comprehension.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
By June 2020, using the NWEA MAP ELA assessment and Achieve 3000 Level Set as a performance indicator,	students will show positive growth from their baseline RIT score in Reading and Language, as well as Lexile Level increase	of at least points on RIT and 125 on Lexile level.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Teachers across all grade levels will focus on Reading Comprehension daily.

Students in Grades K-2 will receive small group reading instruction throughout the week with rotations 2 to 3 times a week. .

Students in Grades 3-5 will collaborate on best practices and use new and refine instructional strategies.

Proposed Expenditures for this Strategy/Activity

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

16000	LCFF Base 4000-4999: Books And Supplies Materials and Supplies
5000	LCFF Base 0000: Unrestricted Materials, supplies (including printer supplies) for lesson delivery and development

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Instructional Rounds

Proposed Expenditures for this Strategy/Activity

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

5000	LCFF Base 0000: Unrestricted Substitute Costs
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Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Maintain supplies and office equipment (Printers, Xerox, Laminator, etc.) for the purpose of supporting and maintaining the ongoing instructional program.

Proposed Expenditures for this Strategy/Activity

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

10000	Unrestricted Lottery 4000-4999: Books And Supplies Office Equipment
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Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Teachers will provide Tier II intervention for students who are at risk.

Proposed Expenditures for this Strategy/Activity

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

6500

Title I

1000-1999: Certificated Personnel Salaries
Substitute Costs for intervention teachers to support the Tier 2 students as determined by trimester data.

5000

LCFF Supplemental

Release time for kid watch process

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

Students with Disabilities

Strategy/Activity

Teachers will provide supplemental Instruction and Intervention for students in all grade levels and ability levels.

Proposed Expenditures for this Strategy/Activity

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

7000

Title I

0000: Unrestricted
Materials and Programs, Instructional Software
(Brain Pop, Raz Kids, Imagine Learning etc..)

2000

LCFF Base

0000: Unrestricted

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Learning Environment, classrooms designs to differentiate instruction.

Proposed Expenditures for this Strategy/Activity

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

15000

Unrestricted Lottery
None Specified
Materials (furniture, etc.) .

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Teacher Supply Budget

Proposed Expenditures for this Strategy/Activity

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

Unrestricted Lottery
4000-4999: Books And Supplies
Teacher Classroom Supplies

Annual Review

SPSA Year Reviewed: 2018-19

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

ANALYSIS

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

New Goal.

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

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

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Socio-Emotional Well-Being

Goal 3

Lakeside Farms students will increase the number of students feeling connected to school and feel safer at school by June of 2020 as measured on the Healthy Kids Survey and additional school-wide surveys.

Identified Need

All students will feel safe at school and towards one another.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
By June 2020 students will feel more connected at school and safer at school	the percentage will increase	an increase in students feeling safer at school and more connected.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Monthly, student-led whole school team building activities, with a focus on caring deeply.

Proposed Expenditures for this Strategy/Activity

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

3000

LCFF Supplemental
None Specified

1000

LCFF Supplemental
Student incentives

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Learning Environment

Proposed Expenditures for this Strategy/Activity

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

20000

LCFF Base
0000: Unrestricted
Refurbishment of Tables around school campus

950

Title I Parent Involvement
None Specified
Title 1 Parent Night, child care

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Students will receive weekly PBIS check-in lessons.

Proposed Expenditures for this Strategy/Activity

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

2000

Unrestricted Lottery
0000: Unrestricted
Materials

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Playground Coordinator/ Guidance Counselor will join students during the recess time and in the classroom in order to show them how to play games and activities in a positive manner and will assist with our Restorative Justice Program and PBIS Program

Proposed Expenditures for this Strategy/Activity

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

20000	Title I 2000-2999: Classified Personnel Salaries Coordinator
	Restorative Justice/PBIS professional learning for Coordinator. The Coordinator helps to maintain a safe playground, specifically during recess and lunch.

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Extra Curricular Activities, Dance, Music and Drama.

Proposed Expenditures for this Strategy/Activity

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

10000	LCFF Base 0001-0999: Unrestricted: Locally Defined Outside Consultants
-------	--

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Every Student will receive whole class lessons from a social/emotional curriculum 3 times year in a whole group setting from a school counselor.

Proposed Expenditures for this Strategy/Activity

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

3000	LCFF Supplemental 4000-4999: Books And Supplies Counselor Curriculum
------	--

Annual Review

SPSA Year Reviewed: 2018-19

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

ANALYSIS

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

New Goal

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

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

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 4

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 5

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$162,950.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
Title I	\$54,000.00
Title I Parent Involvement	\$950.00

Subtotal of additional federal funds included for this school: \$54,950.00

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

State or Local Programs	Allocation (\$)
LCFF Base	\$63,000.00
LCFF Supplemental	\$18,000.00
Unrestricted Lottery	\$27,000.00

Subtotal of state or local funds included for this school: \$108,000.00

Total of federal, state, and/or local funds for this school: \$162,950.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title I	57,275.00	3,275.00
Title I Parent Involvement	999.00	49.00
Unrestricted Lottery	72,523.38	45,523.38
LCFF Base	63,062.94	62.94
LCFF Supplemental	39,143.08	21,143.08

Expenditures by Funding Source

Funding Source	Amount
LCFF Base	63,000.00
LCFF Supplemental	18,000.00
Title I	54,000.00
Title I Parent Involvement	950.00
Unrestricted Lottery	27,000.00

Expenditures by Budget Reference

Budget Reference	Amount
	10,000.00
0000: Unrestricted	41,000.00
0001-0999: Unrestricted: Locally Defined	10,000.00
1000-1999: Certificated Personnel Salaries	12,000.00
2000-2999: Classified Personnel Salaries	20,000.00
4000-4999: Books And Supplies	29,000.00
5800: Professional/Consulting Services And Operating Expenditures	15,000.00
None Specified	18,950.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	LCFF Base	5,000.00
0000: Unrestricted	LCFF Base	32,000.00
0001-0999: Unrestricted: Locally Defined	LCFF Base	10,000.00
4000-4999: Books And Supplies	LCFF Base	16,000.00
	LCFF Supplemental	7,000.00
	LCFF Supplemental	5,000.00
4000-4999: Books And Supplies	LCFF Supplemental	3,000.00
None Specified	LCFF Supplemental	3,000.00
0000: Unrestricted	Title I	7,000.00
1000-1999: Certificated Personnel Salaries	Title I	12,000.00
2000-2999: Classified Personnel Salaries	Title I	20,000.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	15,000.00
None Specified	Title I Parent Involvement	950.00
0000: Unrestricted	Unrestricted Lottery	2,000.00
4000-4999: Books And Supplies	Unrestricted Lottery	10,000.00
None Specified	Unrestricted Lottery	15,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	31,500.00
Goal 2	71,500.00
Goal 3	59,950.00

School Site Council Membership

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

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

Name of Members	Role
Jim Rosa	Principal
Karli Johnson	Parent or Community Member
Jessica Ehlers	Classroom Teacher
Jennifer Davic	Other School Staff
David Brumbaugh	Classroom Teacher
Lina Cortes	Classroom Teacher
Miranda Niederle	Parent or Community Member
Teri Segel	Classroom Teacher
Cathy Brannon	Parent or Community Member
Luis Navarette	Parent or Community Member
Hope Liedecke	Parent or Community Member
Casey Whitlock	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

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

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature

Committee or Advisory Group Name

English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 11/18/19.

Attested:

Jim Rosa
D Brumbaugh

Principal, Jim Rosa on 11/18/19

SSC Chairperson, David Brumbaugh on 11/18/19

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

[Stakeholder Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Stakeholder Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **Specific**, **Measurable**, **Achievable**, **Realistic**, and **Time-bound**. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

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

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

Identified Need

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

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

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

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

Annual Review

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

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

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

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

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

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

Budget Summary

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

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

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

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

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

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceusesinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

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

Targeted Support and Improvement

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

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceusesinvestment.pdf>.)

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Lakeside Middle School	37-68189-6038350	October 1029	

Purpose and Description

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

Schoolwide Program

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

LMS school plan aligns with district board and LCAP goals in student achievement, twenty first century learning, and social emotional supports by monitoring student achievement data and social emotional data. LMS is also working with all stakeholders to monitor any achievement gaps and restructuring systems that may cause inequality for certain student groups. Data will be monitored by staff and school site council and adjustments made as deemed necessary.

Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

The data from the California Healthy Kids survey given to students, staff and parents in January 2019 indicates a need for further social emotional supports for students.

Classroom Observations

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

Classroom observations occur daily by administration and weekly by teacher coaches. Findings indicated instructional time is used effectively across the campus.

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

Our school conducted a needs assessment to identify areas of student need to inform goal setting for increased student achievement. This needs assessment included:

- Analysis of 2018- 19 SBAC scores
- Analysis of 2018-19 ELPAC
- Analysis of site developed classroom assessments
- Classroom observations of teaching
- Review of required instructional minutes in core academic areas
- Evaluation of the effectiveness of teacher professional development
- Evaluation of teacher collaboration for the purpose of improved instruction

Major findings from this analysis were:

SBAC scores for ELA were above the state average, while math scores were at state average.

Teachers are using a variety of classroom assessments to monitor student progress.

Teachers are working to implement strategies that support common core instruction.

Teachers participate in a variety of professional development opportunities.

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

Use of teacher created assessments in math and ELA that align with standards. The math assessment focuses on communicating reasoning in mathematics. ELA focus is on vocabulary development and teacher developed assessments monitoring progress of vocabulary development.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All staff highly qualified as indicated by our human resources department.

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

Staff receives professional development to help access instructional materials especially in the area of math (Math Transformations and CPM workshops). Science is piloting materials. ELA does not have SBE adopted materials.

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

Staff development is tied to content standards, specifically communicating reasoning in mathematics and vocabulary development in ELA.

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

Two site coaches provide assistance to teachers. The two teachers are released one day per week to provide teacher support.

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

Ninety minutes of PLC time is provided to all teachers weekly.

Teaching and Learning

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

Teachers insure standards are addressed in all areas. Mathematics follows the CPM curriculum and ELA develops lessons based on Common Core Standards. Science lessons are aligned to NGSS.

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

All students have 45 minutes per day of ELA and mathematics instruction. EL students are provided an additional 45 minute period of EL instruction.

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

Intervention classes are provided for all grade levels and students are placed in the courses based on teacher recommendation.

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

CPM mathematics materials are provided to all students. ELA utilizes EL materials and teacher created materials that are aligned to common core standards.

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

CPM Math adopted for math and interventions. History Alive is used for HSS. Science is currently piloting materials for adoption.

Opportunity and Equal Educational Access

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

All students provided differentiated instruction to meet individual needs.

Evidence-based educational practices to raise student achievement

All teachers meet in PLC department groups to plan instructional strategies appropriate to raise student achievement in each content area.

Parental Engagement

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

Underachieving students are given an academic support class that provides additional instruction in math and ELA. In addition students in these courses are provided added social emotional supports.

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

Teachers used PLC time to plan and evaluate plan. School site council, parent associations and ELAC committees all involved in plan implementation and evaluation.

Funding

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

Title one and LCFF funding used to support intervention classes by paying staff to work on prep periods.

Fiscal support (EPC)

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

School site council and staff took active part in review of data for site plan. SSC meets monthly. ELAC committee was presented information from plan. ELAC meets three times per year.

Resource Inequities

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

After reflecting on top three expenditures no inequities were found.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	16-17	17-18	18-19	16-17	17-18	18-19
American Indian	0.5%	0.69%	0.98%	4	6	8
African American	2.3%	4.01%	4.79%	18	35	39
Asian	1.3%	0.92%	1.35%	10	8	11
Filipino	1.8%	1.49%	0.98%	14	13	8
Hispanic/Latino	31.1%	29.93%	31.57%	246	261	257
Pacific Islander	0.6%	0.34%	0.49%	5	3	4
White	58.9%	59.06%	55.65%	466	515	453
Multiple/No Response	0.1%	0.11%	%	1	1	
Total Enrollment				791	872	814

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	16-17	17-18	18-19
Grade 6	287	284	266
Grade 7	287	298	267
Grade 8	217	290	281
Total Enrollment	791	872	814

Conclusions based on this data:

1. Decreased Enrollment for 18 19
2. Subgroup numbers remain stable
3. Hispanic / Latino groups showing slight increase year to year

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	16-17	17-18	18-19	16-17	17-18	18-19
English Learners	30	33	36	3.8%	3.8%	4.4%
Fluent English Proficient (FEP)	71	68	60	9.0%	7.8%	7.4%
Reclassified Fluent English Proficient	7	3	5	21.2%	10.0%	15.2%

Conclusions based on this data:

1. Number of English Learners increasing
2. Number of Fluent English Proficient decreasing
3. RFEP remains steady

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	293	281	260	288	272	251	288	272	251	98.3	96.8	96.5
Grade 7	280	287	273	273	275	262	273	275	262	97.5	95.8	96
Grade 8	215	280	283	207	270	273	207	270	273	96.3	96.4	96.5
All	788	848	816	768	817	786	768	817	786	97.5	96.3	96.3

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	2542.	2525.	2513.	21.88	15.07	10.36	36.11	33.46	35.46	23.61	28.31	25.90	18.40	23.16	28.29
Grade 7	2569.	2572.	2554.	22.71	21.82	13.36	39.93	40.73	41.22	20.88	23.64	25.19	16.48	13.82	20.23
Grade 8	2585.	2589.	2589.	19.32	19.63	20.88	43.48	42.22	41.39	23.19	26.30	24.91	14.01	11.85	12.82
All Grades	N/A	N/A	N/A	21.48	18.85	15.01	39.45	38.80	39.44	22.53	26.07	25.32	16.54	16.28	20.23

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	28.47	22.14	17.93	51.04	48.71	45.82	20.49	29.15	36.25
Grade 7	35.16	29.82	20.69	43.59	49.09	52.49	21.25	21.09	26.82
Grade 8	34.30	31.48	28.94	45.89	47.41	49.08	19.81	21.11	21.98
All Grades	32.42	27.82	22.68	47.01	48.41	49.17	20.57	23.77	28.15

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	28.82	19.93	12.35	48.26	50.92	57.37	22.92	29.15	30.28
Grade 7	31.87	36.13	26.82	52.01	49.27	55.56	16.12	14.60	17.62
Grade 8	28.99	27.41	30.77	51.21	56.30	56.04	19.81	16.30	13.19
All Grades	29.95	27.85	23.57	50.39	52.15	56.31	19.66	20.00	20.13

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	19.10	17.71	12.35	69.44	64.58	68.92	11.46	17.71	18.73
Grade 7	17.22	16.79	13.79	67.40	67.52	72.41	15.38	15.69	13.79
Grade 8	21.26	18.89	16.48	71.01	73.33	76.19	7.73	7.78	7.33
All Grades	19.01	17.79	14.27	69.14	68.47	72.61	11.85	13.74	13.12

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	31.60	28.04	20.32	51.04	50.18	58.17	17.36	21.77	21.51
Grade 7	39.93	33.58	31.80	44.69	54.38	47.89	15.38	12.04	20.31
Grade 8	36.23	38.15	31.87	46.86	48.52	52.01	16.91	13.33	16.12
All Grades	35.81	33.25	28.15	47.66	51.04	52.61	16.54	15.71	19.24

Conclusions based on this data:

1. Percentage of students above standard in all claims decreasing
2. Overall percentage exceeding standards decreasing in grades 6 & 7, remains steady in grade 8
3. Percentage not meeting standard in reading showing sharp increase.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	292	281	260	287	272	248	287	272	249	98.3	96.8	95.4
Grade 7	280	287	272	272	275	259	272	275	259	97.1	95.8	95.2
Grade 8	215	280	283	208	270	271	208	270	271	96.7	96.4	95.8
All	787	848	815	767	817	778	767	817	779	97.5	96.3	95.5

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	2514.	2518.	2487.	11.15	14.34	8.87	24.39	22.43	17.74	33.80	35.29	32.66	30.66	27.94	40.73
Grade 7	2528.	2539.	2531.	13.60	18.91	13.90	21.69	24.00	26.25	35.29	28.36	33.59	29.41	28.73	26.25
Grade 8	2531.	2536.	2542.	15.87	17.04	16.61	16.83	15.93	18.45	25.48	28.89	28.41	41.83	38.15	36.53
All Grades	N/A	N/A	N/A	13.30	16.77	13.24	21.38	20.81	20.82	32.07	30.84	31.49	33.25	31.58	34.45

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	16.38	21.69	13.71	43.55	41.54	34.68	40.07	36.76	51.61
Grade 7	22.43	29.56	26.36	38.97	34.67	37.60	38.60	35.77	36.05
Grade 8	17.79	18.96	18.08	26.92	35.69	36.53	55.29	45.35	45.39
All Grades	18.90	23.44	19.43	37.42	37.30	36.29	43.68	39.26	44.27

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	12.20	12.87	9.68	54.01	48.53	39.92	33.80	38.60	50.40
Grade 7	16.54	23.27	16.60	50.74	48.00	51.35	32.72	28.73	32.05
Grade 8	20.19	20.37	21.03	38.46	50.00	48.71	41.35	29.63	30.26
All Grades	15.91	18.85	15.94	48.63	48.84	46.79	35.46	32.31	37.28

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	16.03	17.28	11.29	51.57	49.26	47.58	32.40	33.46	41.13
Grade 7	15.81	19.64	17.44	59.19	57.45	57.75	25.00	22.91	24.81
Grade 8	18.75	17.47	15.87	47.60	52.42	58.30	33.65	30.11	25.83
All Grades	16.69	18.14	14.93	53.19	53.06	54.70	30.12	28.80	30.37

Conclusions based on this data:

1. Percentage of students above standard declining in all claims
2. Percentage at or near standard for communicating reasoning showing slight increase
3. Overall for met or exceeded reaming steady.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade 6	*	1511.9	*	1509.4	*	1513.9	*	19
Grade 7	1510.1	*	1500.2	*	1519.7	*	15	7
Grade 8	*	1563.6	*	1560.9	*	1565.8	*	11
All Grades							35	37

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	*	10.53	*	52.63	*	15.79	*	21.05	*	19
7	*	*	*	*	*	*	*	*	15	*
8	*	36.36	*	36.36		27.27	*	0.00	*	11
All Grades	48.57	18.92	*	43.24	*	18.92	*	18.92	35	37

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	*	31.58	*	47.37	*	5.26	*	15.79	*	19
7	*	*	*	*	*	*	*	*	15	*
8	*	45.45	*	45.45	*	0.00		9.09	*	11
All Grades	54.29	37.84	*	40.54	*	5.41	*	16.22	35	37

Listening Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
6	*	10.53	*	68.42	*	21.05	*		19
7	*	*	*	*	*	*	15		*
8	*	9.09	*	81.82		9.09	*		11
All Grades	42.86	13.51	42.86	64.86	*	21.62	35		37

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	*	73.68	*	10.53	*	15.79	*	19
7	*	*	*	*	*	*	15	*
8	*	72.73	*	27.27		0.00	*	11
All Grades	57.14	72.97	34.29	16.22	*	10.81	35	37

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	*	5.26	*	26.32	*	68.42	*	19
7	*	*	*	*	*	*	15	*
8	*	36.36	*	45.45	*	18.18	*	11
All Grades	37.14	13.51	34.29	35.14	*	51.35	35	37

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6		15.79	*	68.42	*	15.79	*	19
7	*	*	*	*	*	*	15	*
8	*	0.00	*	100.00	*	0.00	*	11
All Grades	*	8.11	68.57	78.38	*	13.51	35	37

Conclusions based on this data:

1. Overall Language shows many students at level 3
2. Writing domain showing largest growth
3. Reading domain showing least growth

School and Student Performance Data

Student Population

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

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
814	40.5	4.4	This is the percent of students whose well-being is the responsibility of a court.
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	36	4.4
Homeless	1	0.1
Socioeconomically Disadvantaged	330	40.5
Students with Disabilities	99	12.2





Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	39	4.8
American Indian	8	1.0
Asian	11	1.4
Filipino	8	1.0
Hispanic	257	31.6
Two or More Races	34	4.2
Pacific Islander	4	0.5
White	453	55.7

Conclusions based on this data:

1. Socioeconomically disadvantaged population large
2. Hispanic population is significant percentage.
3. White population is significant percentage.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students		
Academic Performance	Academic Engagement	Conditions & Climate
<div>English Language Arts</div> <div></div> <div>Yellow</div>	<div>Chronic Absenteeism</div> <div></div> <div>Orange</div>	<div>Suspension Rate</div> <div></div> <div>Yellow</div>
<div>Mathematics</div> <div></div> <div>Orange</div>		

Conclusions based on this data:

1.

Chronic absenteeism area of concern
2.

Mathematics is an area of concern
3.

Suspension rates are an area of concern

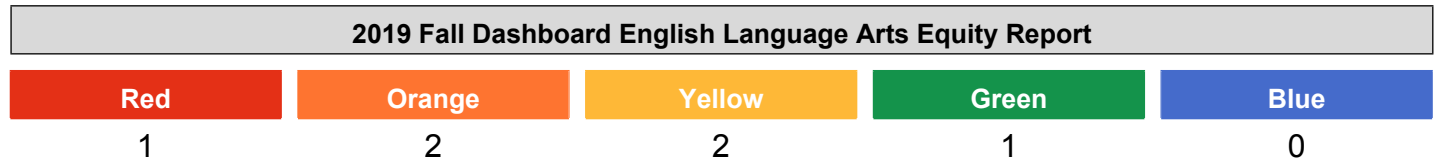
School and Student Performance Data

Academic Performance English Language Arts






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











This section provides number of student groups in each color.



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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	English Learners	Foster Youth
 Yellow 2.8 points above standard Declined -10.4 points 755	 Orange 64.8 points below standard Declined Significantly -15.1 points 57	
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 Orange 21.5 points below standard Declined -11.7 points 318	 Red 100.1 points below standard Declined Significantly -22.5 points 90

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 36.5 points below standard Declined Significantly -19.6 points 31	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	 No Performance Color 24.6 points above standard 11	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 4.6 points below standard Declined -13.7 points 242	 Green 12.4 points above standard Declined -14.1 points 32	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 Yellow 7 points above standard Declined -7.6 points 420

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

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
118.5 points below standard Declined -14.8 points 28	12.9 points below standard Maintained ++2.3 points 29	7 points above standard Declined -9.5 points 665

Conclusions based on this data:

1. Area of concern are English learners
2. Students with disabilities and area of concern
3. SED students are an area of concern

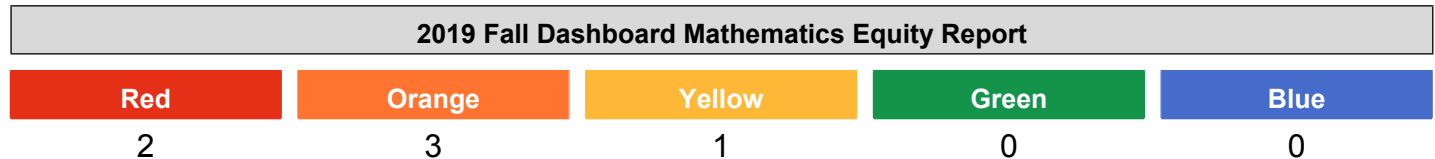
School and Student Performance Data

Academic Performance Mathematics






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











This section provides number of student groups in each color.



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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Orange 47.3 points below standard Declined -11.5 points 746	English Learners  Red 123.5 points below standard Declined -10.4 points 57	Foster Youth
Homeless  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	Socioeconomically Disadvantaged  Orange 79.9 points below standard Declined -13.4 points 313	Students with Disabilities  Red 165.1 points below standard Declined Significantly -23.7 points 90

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American  No Performance Color 92 points below standard Increased ++5.4 points 31	American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	Asian  No Performance Color 15.8 points below standard 11	Filipino  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8
Hispanic  Orange 63.3 points below standard Declined -14.1 points 237	Two or More Races  Yellow 14.1 points below standard Maintained -1.8 points 32	Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	White  Orange 38.3 points below standard Declined -9.7 points 416

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

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner 166.4 points below standard Maintained ++2.1 points 28	Reclassified English Learners 82 points below standard Declined -4.4 points 29	English Only 40.7 points below standard Declined -10 points 656
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Conclusions based on this data:

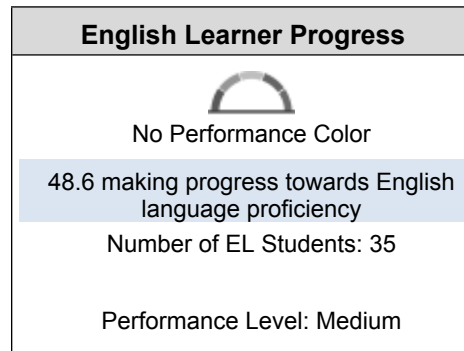
1. Area of concern English Learners
2. Students with disabilities an area of concern
3. SED students an area of concern

School and Student Performance Data

Academic Performance English Learner Progress

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

2019 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
7	11	2	15

Conclusions based on this data:

1. High percentage at level one
2. Significant number progressed one level
3. Significant number decreased on level

School and Student Performance Data

Academic Performance College/Career

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

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

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

2019 Fall Dashboard College/Career for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard College/Career by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

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

2019 Fall Dashboard College/Career 3-Year Performance		
Class of 2017	Class of 2018	Class of 2019
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

Conclusions based on this data:

1.

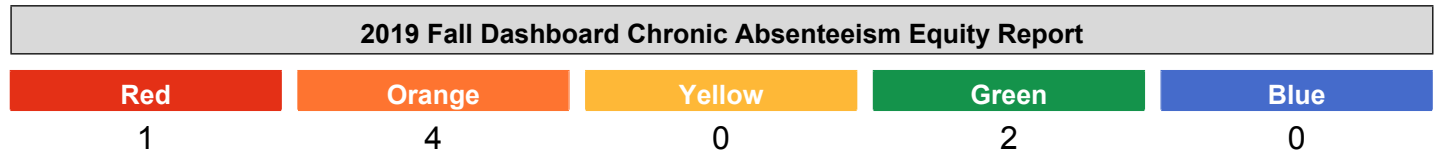
School and Student Performance Data

Academic Engagement Chronic Absenteeism







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











This section provides number of student groups in each color.



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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students  Orange 8.3 Increased +1.6 848	English Learners  Green 7.7 Declined -3.4 39	Foster Youth  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Homeless  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	Socioeconomically Disadvantaged  Orange 12.4 Increased +2.6 355	Students with Disabilities  Red 21.9 Increased +7.4 105

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American  Orange 18.2 Increased +2 44	American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	Asian  No Performance Color 9.1 11	Filipino  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8
Hispanic  Orange 8.5 Increased +2 270	Two or More Races  Green 5.4 Declined -4.3 37	Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	White  Orange 7.1 Increased +1 465

Conclusions based on this data:

1. All students showed increase
2. SED students showed increase
3. SWD students showed significant increase

School and Student Performance Data

Academic Engagement Graduation Rate

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

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Graduation Rate Equity Report

Red

Orange

Yellow

Green

Blue

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

2019 Fall Dashboard Graduation Rate for All Students/Student Group

All Students

English Learners

Foster Youth

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

2019 Fall Dashboard Graduation Rate by Race/Ethnicity

African American

American Indian

Asian

Filipino

Hispanic

Two or More Races

Pacific Islander

White

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

2019 Fall Dashboard Graduation Rate by Year

2018

2019

Conclusions based on this data:

1.

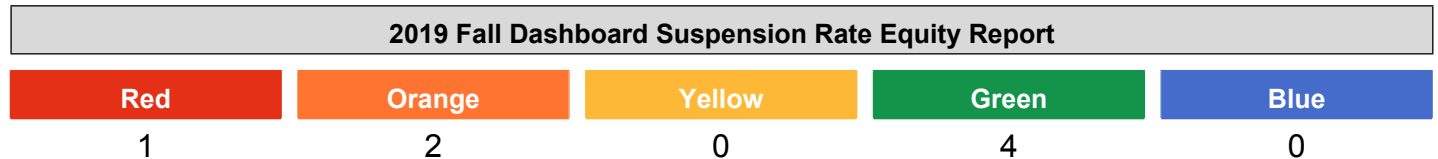
School and Student Performance Data

Conditions & Climate Suspension Rate







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











This section provides number of student groups in each color.



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

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  Yellow 5.9 Maintained -0.1 869	English Learners  Green 4.9 Declined -9 41	Foster Youth  No Performance Color Less than 11 Students - Data Not 1
Homeless  No Performance Color Less than 11 Students - Data Not 2	Socioeconomically Disadvantaged  Green 6.6 Declined -2.7 361	Students with Disabilities  Red 14.8 Increased +2.7 108

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American  Green 4.3 Declined -3.5 46	American Indian  No Performance Color Less than 11 Students - Data 8	Asian  No Performance Color 0 13	Filipino  No Performance Color Less than 11 Students - Data 8
Hispanic  Green 5.7 Declined -2.9 279	Two or More Races  Orange 8.1 Increased +5 37	Pacific Islander  No Performance Color Less than 11 Students - Data 5	White  Orange 6.3 Increased +1.4 473

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	6	5.9

Conclusions based on this data:

1. High suspension rates for all groups
2. SWD suspension rates above average
3. White students suspension rates increased

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Academic Achievement -ELA

Goal 1

Students will increase their individual vocabulary scores by 7% as evidenced by a department created pre- and post-assessment.

Identified Need

Need increased time in vocabulary instruction based on data from SBAC

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Teacher generated assessments	Students will increase scores by 7% between September and June	Individual students will increase 7%

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Teachers will teach vocabulary lessons three times weekly. Teacher generated assessments will monitor growth.

Proposed Expenditures for this Strategy/Activity

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

3000	Title I 1000-1999: Certificated Personnel Salaries Release time
10000	LCFF Base 4000-4999: Books And Supplies Materials: vocabulary software and curriculum

1000	Title I 4000-4999: Books And Supplies
2000	Title I 1000-1999: Certificated Personnel Salaries Tutoring before school and after school
14000	Title I 1000-1999: Certificated Personnel Salaries Support classes for students not reaching standard

Annual Review

SPSA Year Reviewed: 2018-19

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

ANALYSIS

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

Teachers focused on vocabulary development instruction in all grade levels will be daily.

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

Expenditures used to implement vocabulary goal. Expenditures include materials, assessment creation and evaluation, staff development and support classes for students not achieving standard. The expenditures will allow teachers to evaluate progress and change as necessary.

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.

Adjustments will be made based on teacher generated assessments throughout the year based on student needs.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Academic Achievement - Math

Goal 2

All students will grow one or more performance levels in the Math communication trait on the LMS trimester performance tasks.

Identified Need

Need is based on SBAC scores in the area of Communicating Reasoning.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Teacher Generated Assessments	Students will grow at least one level between Fall and Spring assessments.	All students will show growth on SBAC area of communicating reasoning.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Teacher developed common assessments will be given to students three times per year. Teachers will meet and score assessments and develop lessons based on student performance on assessments. Teachers will work with math consultant to monitor student progress and adjust instruction.

Proposed Expenditures for this Strategy/Activity

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

20000

Title I
5800: Professional/Consulting Services And
Operating Expenditures

	Staff Development - Math Transformations
3000	Title I 1000-1999: Certificated Personnel Salaries Release time, analyze data, create assessments, staff development

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Support classes for students not achieving standards. Teachers will recommend students for support classes based on classroom assessments.

Proposed Expenditures for this Strategy/Activity

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

13850.00	Title I 1000-1999: Certificated Personnel Salaries Support classes
2659.00	LCFF Base 1000-1999: Certificated Personnel Salaries Release time to work with students not achieving standards

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Provide programs that will support the math goal by using CPM materials in depth for struggling students.

Proposed Expenditures for this Strategy/Activity

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

1000.00	Title I 4000-4999: Books And Supplies Materials - on line programs
820.00	LCFF Base 4000-4999: Books And Supplies

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Extra support for students not meeting performance expectations as measured by classroom assessments and benchmark assessments.

Proposed Expenditures for this Strategy/Activity

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

5000

Title I

Before / After School Tutoring

Annual Review

SPSA Year Reviewed: 2018-19

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

ANALYSIS

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

Math teachers created three assessments and a rubric for measuring student growth. Each year new assessments are created based on previous year's results and student progress.

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

All expenditures used for implementation of goal and providing support classes for students not achieving standard. Students showed significant growth from fall to spring assessment in 2018 2019

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.

Teacher generated assessments used for monitoring progress are used in fall, winter and spring. Teachers will meet, score assessments and plan instruction based on results.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Socio-emotional well-being

Goal 3

Based on data from 2018 2019 California Healthy Kids survey, our school will increase in student empathetic behaviors, and in their "care deeply" score from the initial survey.

Identified Need

Based on previous year's California Healthy Kids survey, there is a need for social emotional supports

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California Healthy Kids Survey	School connection indicators will show 10% improvement	At least 10% improvement on key indicators

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

All teachers will conduct an advisory one time a week using elements from Leader in Me, Crew, character education lessons, circles. Lessons will be based on CREW training to increase school connection.

Proposed Expenditures for this Strategy/Activity

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

1000.00

Title I
1000-1999: Certificated Personnel Salaries
Release Time to develop school plan for social emotional needs (CREW)

2000.00

LCFF Base
1000-1999: Certificated Personnel Salaries

	Conferences
1000.00	Title I 4000-4999: Books And Supplies Supplemental Curriculum
0	
1000.00	Title I 5800: Professional/Consulting Services And Operating Expenditures Staff Development
2000.00	LCFF Base 5800: Professional/Consulting Services And Operating Expenditures
19994.00	LCFF Supplemental 5800: Professional/Consulting Services And Operating Expenditures Fund probation officer to address attendance issues

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

LUSD will provide students access to varied enrichment opportunities--

Goal 4

Support goal 3 from LCAP and enrichment opportunities available to all students. 100% of LMS students will have opportunities to achieve participate in after school enrichment opportunities such as music, robotics, technology, dance, and drama

Identified Need

Provide multiple after school opportunities in arts, science, technology, etc. to connect students to school to increase connections.

Annual Measurable Outcomes

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

Strategy/Activity 1

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

Strategy/Activity
After / Before school enrichment such as music, dance, robotics, technology, and drama.

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

15000	LCFF Base 1000-1999: Certificated Personnel Salaries Arts Enrichment - After school arts and technology programs
-------	--

Strategy/Activity 2

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

Strategy/Activity
After school programs - Music, robotics, drama, arts

Proposed Expenditures for this Strategy/Activity

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

3000.00	LCFF Base 1000-1999: Certificated Personnel Salaries Teacher pay for enrichment programs after school
	LCFF Base 5000-5999: Services And Other Operating Expenditures

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

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

Strategy/Activity

Science Enrichment - Project Lead the Way Engineering Program

Proposed Expenditures for this Strategy/Activity

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

3000.00	LCFF Base 4000-4999: Books And Supplies PLTW program enrollment and materials
3000.00	LCFF Base 5800: Professional/Consulting Services And Operating Expenditures

Strategy/Activity 4**Students to be Served by this Strategy/Activity**

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

Strategy/Activity

Instructional Strategies - Academic Interventions and enrichment

Proposed Expenditures for this Strategy/Activity

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

1000.00	LCFF Base
---------	-----------

1000-1999: Certificated Personnel Salaries
Release time to address academic interventions
and enrichment

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Classroom Supplies to support school goals and instructions

Proposed Expenditures for this Strategy/Activity

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

5000.00

LCFF Base
4000-4999: Books And Supplies
Tech supplies for enrichment
Teacher Budgets / Office Supplies
Technology supplies

58096.65

Unrestricted Lottery
4000-4999: Books And Supplies
Teacher classroom budgets

3500.00

Unrestricted Lottery
4000-4999: Books And Supplies
Science supplies

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Additional Counseling support

Proposed Expenditures for this Strategy/Activity

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

5000.00

LCFF Base
1000-1999: Certificated Personnel Salaries
Counseling support

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Multilingualism Opportunities

Proposed Expenditures for this Strategy/Activity

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

5000.00	LCFF Base 1000-1999: Certificated Personnel Salaries Credentialed Teacher for Mandarin Program
---------	--

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

LUSD will coordinate outreach, communication, partnerships, and education for parents, staff and community members

Goal 5

Increase communication to parents and community by providing weekly e-mail communications, parent nights, title one meetings

Identified Need

Need is expressed in parent component of health kids survey.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Preant sign in sheets	Number of parents attending parent nights will increase by 10%	An increase of at least 10% in parent attendance at parent events.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Parent Meetings

Proposed Expenditures for this Strategy/Activity

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

1108.00

Title I Parent Involvement
5900: Communications
Title one meeting,
Parent Achieve and
math meetings

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Parent communication tools-planners

Proposed Expenditures for this Strategy/Activity

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

	Weekly e-mails to parents through Jupiter Grades / on-line grade program
2873.00	LCFF Base 4000-4999: Books And Supplies Planners for every student

Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$208,900.65

Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
Title I	\$65,850.00
Title I Parent Involvement	\$1,108.00

Subtotal of additional federal funds included for this school: \$66,958.00

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

State or Local Programs	Allocation (\$)
	\$0.00
LCFF Base	\$60,352.00
LCFF Supplemental	\$19,994.00
Unrestricted Lottery	\$61,596.65

Subtotal of state or local funds included for this school: \$141,942.65

Total of federal, state, and/or local funds for this school: \$208,900.65

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title I	63,509.00	-2,341.00
Title I Parent Involvement	1,108.00	0.00
LCFF Base	62,693.00	2,341.00
LCFF Supplemental	19,994.00	0.00
Unrestricted Lottery	61,596.65	0.00

Expenditures by Funding Source

Funding Source	Amount
	0.00
LCFF Base	60,352.00
LCFF Supplemental	19,994.00
Title I	65,850.00
Title I Parent Involvement	1,108.00
Unrestricted Lottery	61,596.65

Expenditures by Budget Reference

Budget Reference	Amount
	0.00
1000-1999: Certificated Personnel Salaries	70,509.00
4000-4999: Books And Supplies	86,289.65
5800: Professional/Consulting Services And Operating Expenditures	45,994.00
5900: Communications	1,108.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
1000-1999: Certificated Personnel Salaries	LCFF Base	33,659.00
4000-4999: Books And Supplies	LCFF Base	21,693.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF Base	5,000.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF Supplemental	19,994.00
	Title I	5,000.00
1000-1999: Certificated Personnel Salaries	Title I	36,850.00
4000-4999: Books And Supplies	Title I	3,000.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	21,000.00
5900: Communications	Title I Parent Involvement	1,108.00
4000-4999: Books And Supplies	Unrestricted Lottery	61,596.65

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	30,000.00
Goal 2	46,329.00
Goal 3	26,994.00
Goal 4	101,596.65
Goal 5	3,981.00

School Site Council Membership

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

School Principal

Classroom Teachers

Name of Members	Role
Steve Mull	Principal
John Dungan	Classroom Teacher
Melissa Olson	Classroom Teacher
Jason Justeson	Classroom Teacher
Thomas Collier	Parent or Community Member
Tifani Gunn	Parent or Community Member
Jennifer Ceballos	Parent or Community Member
Lisa Ford	Other School Staff
Alissa Fuerro	Secondary Student
Abre Thorn	Secondary Student
Chandler Hargrave	Secondary Student

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

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

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee
	Departmental Advisory Committee
	Other: School Site Council

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 11/18/19.

Attested:

Principal, Steve Mull on 11/18/19
SSC Chairperson, on 11/18/19

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

[Stakeholder Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Stakeholder Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

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

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

Identified Need

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

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

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

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

Annual Review

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

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

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

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

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

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

Budget Summary

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

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

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

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

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

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceusesinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

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

Targeted Support and Improvement

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

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceusesinvestment.pdf>.)

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Lindo Park Elementary School	37-68189-6038376	11/18/19	

Purpose and Description

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

Schoolwide Program
Schoolwide Program

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

Our plan works to support LUSD's LCAP by providing all children significant opportunities to receive a fair, equitable, and high-quality education, and to close educational achievement gaps.
Our Schoolsite Council meets approximately six times per year. Together we:
Reviewed and analyzed state and local student achievement, attendance, and climate data
Engaged the community in providing input to identify and develop school improvement priorities
Built relationships geared toward a mutual goal of supporting the success of all students to build performance and growth
We provide:
A description of curricula, instructional strategies and materials responsive to the individual needs and learning styles of each student
A description of instructional and auxiliary services to meet the needs of English learners, socioeconomically disadvantaged students, students performing below grade level, high achieving students, and students with disabilities.
A description of a staff development programming for staff.
An identification of the schools’ means of evaluating progress toward accomplishing its goals and an ongoing evaluation of the educational program of the school
A description of how state and federal categorical funds provided to the school will be used to improve the academic performance of all pupils to the level of state performance goals.

Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

The California Healthy Kids Survey Analysis of Key Indicators of School Climate and Well-Being from 2017-2018 and 2018-2019 administrations:

Percentages indicate average percent of students responding "Yes, all of the time."

School Connectedness 17-18 47%, 18-19 65%

Academic Motivation 17-18 50%, 18-19 93%

High Adult Expectations 17-18 54%, 18-19 87%

Percentage indicates average percent of students responding "Yes, all of the time and Most of the time."

Safety 17-18 78%, 18-19 72%

Classroom Observations

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

Classroom observations are conducted multiple times per week to note adherence to school goals.

Summary of findings: All K-5 teachers engaged students in mathematics problem solving from one time per week to several times per week in accord with grade level agreements. All K-5 teachers engaged students in daily guided reading and word study through core and supplemental curriculum. K-2 teachers had an instructional aide push into classes daily, so that teachers could teach an intervention group of students. Upon analysis of classroom anecdotal observations:

Math: Students gained in their ability to understand and solve complex word problems. This was evidenced by an increase in standardized test scores in grades 3-5.

ELA: It was found that K-5 intervention teaching increased student achievement and K-2 students who worked with instructional aides, increased knowledge of sight words and phonics. When analyzing assessment evidence, it is noted that we need to accelerate student learning toward proficiency and need to aggressively target students who are below level. 37% of grade 3-5 students gained over 100 points in their lexile score.

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

Our school conducted a needs assessment to identify areas of student need to inform goal setting for increased student achievement. This needs assessment included:

- Analysis of 2015 through 2019 SBAC scores
- Analysis of 2016 through 2019 CELDT and ELPAC scores
- Analysis of site developed classroom assessments

* Analysis of attendance rates

- Classroom observations of teaching
- Review of required instructional minutes in core academic areas
- Evaluation of the effectiveness of teacher professional development
- Evaluation of teacher collaboration for the purpose of improved instruction

1. Mathematics: In 2018-2019, Lindo Park focused on academic language work to communicate effectively in mathematics: All K-5 students will increase proficiency by one rubric level in writing explanations for complex math tasks, as measured by a grade level math rubric by June 2019.

2. When examining evidence through the grade level math rubric, average scores were as follows:

Kinder 2.56, Grade 1 2.30, Grade 2 2.24, Grade 3 2.29, Grade 4 1.63, Grade 5 2.17

3. When examining evidence on the California Assessment of Student Performance and progress (CAASPP) in Math:

In 2018, 24% of all students met or exceeded standards, and their scale score was an average of 56 points from proficiency.

In 2019, 34% of all students met or exceeded standards, and their scale score was an average of 45 points from proficiency.

The scale score changes are as follows: All students +10.6 SWD +2.9 SED +8.8 EL - 30.7 Cauc +9.9 Hispanic + 14.7

Major findings from a CAASPP longitudinal analysis from 2015 through 2019 math scores indicate:

In 2015, 14% of all students met or exceeded standards.

In 2016, 25% of all students met or exceeded standards

In 2017, 31% of all students met or exceeded standards.

In 2018, 24% of all students met or exceeded standards.

In 2019, 34% of all students met or exceeded standards.

4. In 2019-2020, we will continue this math goal.

5. ELA: In 2018-2019, our English Language Arts goal was to have every student will be instructed to reach their appropriate grade level. To meet this, every student scoring below grade level standard, will make more than one year's growth, on district literacy assessments. Every student meeting or exceeding the grade level will make at least one year's growth, on district literacy assessments.

6. When examining evidence on the California Assessment of Student Performance and progress (CAASPP) in ELA:

In 2018, 38.0 % of all students met or exceeded standards, and their scale score was an average of 38 points from proficiency.

In 2019, 38.0% of all students met or exceeded standards, and their scale score was an average of 30 points from proficiency.

The scale score changes are as follows: All students + 6.6 SWD +23.8 SED + 1.2 EL -51.3 Cauc +0.9 Hispanic +12.9

Major findings from a CAASPP longitudinal analysis from 2015 through 2019 ELA scores indicate:

In 2015, 27% of all students met or exceeded standards.

In 2016, 34% of all students met or exceeded standards.

In 2017, 41.25% of all students met or exceeded standards.

In 2018, 38.0 % of all students met or exceeded standards.

In 2019, 38.0% of all students met or exceeded standards.

7. District literacy assessments:

In 2017-2018, 36% of grade 3-5 students grew over 100 lexile points. In 2018-2019, 37% of grade 3-5 students grew over 100 lexile points.

In 2018-2019:

58% of kinder students were at grade level on the running record assessment.

55% of first grade students were at grade level on the running record assessment.

59% at second grade students were at grade level on the running record assessment.

8. In 2019-2020, within English Language Arts, we are continuing to have every student instructed to reach their appropriate grade level. However, we refocused our goal to ensure that we target communicating effectively through academic language to address all students' ability to listen, speak, understand, read, and write with increased complexity across curricular areas.

The goal is as follows: Every student will engage in daily collaborative conversations to increase speaking and listening skills across curricular areas. Language frame protocols will increase student-to-student interaction from at least two opportunities per day in October, to four plus opportunities per day in June 2020.

Metrics will be taken from the English Language Proficiency Assessments for California (ELPAC) from 31% to 41% well developed listening and 49% to 59% well developed speaking, with an average oral (speaking) scale score from 1486 to 1496.

In addition, we will increase our CAASP listening claim from 12% above standard to 22% above standard.

9. In 2018-2019, our Social-Emotional Goal was that Grade 5 students will increase academic motivation and perseverance from 63% in 2018 to 90% in 2019 as measured by the California Healthy Kids Survey. K-4 students will increase academic motivation and perseverance from 80% in November 2018 to 90% in 2019 as measured by the California Healthy Kids Survey questions. When examining evidence, Grade 5 students increased their academic motivation score by 33 percentage points, from 63% to 93%. Grade 3 and 4 students increased academic motivation and perseverance from 82.48 % in November 2018 to 83.7% in 2019 as measured by the California Healthy Kids Survey questions with Google forms. Grades K-2 results were found to be invalid. Students told researchers what they wanted to hear.

10. When examining evidence through discipline referral data:

In 2017-2018, we had 87 office discipline referrals

In 2018-2019, we had 65 office discipline referrals

11. In 2019-2020, our Social-Emotional Goal is in process: Develop a consistent and clear system for discipline and structure on the playground to promote positive interactions.

(continuing to discuss and develop ideas for classroom calming structures)

12. Attendance Data:

2018-2019 94.48% overall

In 2018-2019 attendance from 9/24 through 10/19 was 96.65%. For the same time frame in 2019-2020, attendance was 95.11%. We have systems in place to communicate and support students/families with attendance issues, in addition to incentives, accountability supports, and attendance recovery Saturdays. Our guidance counselor and staff work diligently in this area.

13. Additional Data:

84% of families qualify for Free and Reduced Lunch

In 2017-2018 we had 22% Mobility. In 2018-2019, we had 14 % Mobility.

In 2017-2018, 255 students took the CAASPP. 31% of students who took the CAASPP had IEPs (78).

16% of students who took the CAASPP were EL (42) and 57% of ELs had an IEP (24 of 42). 0% were proficient in both areas. By contrast, 35 English Learners who were re-designated to English Proficiency achieved 57% proficiency.

In 2018-2019, 229 students took the CAASPP. 28% of students who took the CAASPP had IEPs (63).

11% of students who took the CAASPP were EL (25) and 60% of ELs had an IEP (15 of 25). 4% of ELs were proficient. By contrast, 35 English Learners who were re-designated to English Proficiency achieved 60% proficiency.

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

The following assessments yielded data used to monitor and modify instruction: ESGI, DIBELS composite scores, Wonders Running Records, Informal Reading Inventory, Lexile Comprehension Score from Read 180/System 44, Lexile Comprehension Score for Achieve 3000, and the Words Their Way Developmental Spelling Inventory.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All teachers on campus are fully credentialed.

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

All teachers have access to district approved, state-adopted instructional materials.

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

Professional development is focused on school site goals: communicating mathematics explanations, communicating effectively using academic language through language frames in collaborative conversations, growth mindset thinking, Positive Behavior Intervention and Support (PBIS), positive behavior through classroom management.

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

K-5 teachers are supported by instructional coaches, MTSS TOSAs, Behavioral Specialists, Behavior Intervention Aides, and a Technology TOSA.

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

Teachers collaborate in PLCs 3 times per month.

Teaching and Learning

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

All teachers instruct with state board approved curriculum. We are in the process of aligning curriculum and instruction to California Common Core Standards.

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

All teachers adhere to recommended instructional minutes in ELA and mathematics.

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

K-5 students, who are assessed below level, receive ELA core instruction 5 days per week, plus intervention an average of 4.5 days per week. Students are assessed every 6 to 8 weeks to determine needs.

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

All students groups have access to standards-based materials.

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

All students have access to and utilize SBE- adopted and standards-aligned instructional materials, including intervention materials.

Opportunity and Equal Educational Access

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

Intervention periods, ELD, RSP, and SDC enables underperforming students to meet standards.

Evidence-based educational practices to raise student achievement

Push-in expert instruction, research-based strategies in math, ELA, SS, and NGSS, access to MTSS TOSA, and Behavior Specialists/Behavior Intervention Aides.

Parental Engagement

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

Parent education (CAPTA School Smarts at Lindo Park), Literacy Nights (Lindo Park created literacy support evenings), District English course, District Parenting Course sponsored by Jewish Family Services, Lakeside Collaborative Community Resources

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

Parents and community members participate in School Site Council (SSC),English Learner Advisory Council (ELAC), District Advisory Council (DAC), and District English Learner Advisory Council (DELAC)

Funding

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

Categorical funding to enable underperforming students to meet standards is provided through Title I, Title III, LCFF Base, and LCFF Supplemental.

Fiscal support (EPC)

Title I, Title III, LCFF Supplemental

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

School Leadership Team, School Site Council, and English Learner Advisory Committee were involved in this process.

*****Data Days June 7th, September 27th.

SSC Information

Resource Inequities

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

The bulk of School-wide Title I funds were utilized for a focus on student achievement through Instructional intervention, positive behavior intervention and social-emotional learning. We strive to provide equitable resources among all students groups, as evidenced by our Pareto Chart.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	16-17	17-18	18-19	16-17	17-18	18-19
American Indian	3.8%	4.12%	3.21%	19	21	15
African American	2.8%	3.33%	5.98%	14	17	28
Asian	0.4%	0.78%	0.21%	2	4	1
Filipino	0.6%	0.59%	0.85%	3	3	4
Hispanic/Latino	44.1%	46.47%	46.37%	222	237	217
Pacific Islander	0.8%	0.59%	1.5%	4	3	7
White	41.8%	39.02%	36.75%	210	199	172
Multiple/No Response	0.2%	0.20%	%	1	1	
Total Enrollment				503	510	468

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	16-17	17-18	18-19
Kindergarten	70	87	72
Grade 1	72	72	88
Grade 2	84	76	70
Grade3	90	89	70
Grade 4	95	83	87
Grade 5	92	103	81
Total Enrollment	503	510	468

Conclusions based on this data:

1. Our highest student group is of Hispanic/Latino ethnicity, followed by White ethnicity.
2. Declining enrollment is a concern, as are vintage facilities needing upgrade. We are excited that an upgraded or new MPR is on the facilities plan, after a bond is sold in 2020-2021.
3. Site creation of brochure exhibiting after-school programming and outdoor spaces to attract families to the school: After-School Dance, Science, Athletics, Garden, MakerSpace, Outdoor Classroom, two Ga Ga Pits

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	16-17	17-18	18-19	16-17	17-18	18-19
English Learners	74	96	74	14.7%	18.8%	15.8%
Fluent English Proficient (FEP)	30	30	34	6.0%	5.9%	7.3%
Reclassified Fluent English Proficient	23	8	8	25.8%	10.8%	8.3%

Conclusions based on this data:

1. In 2017-2018, 255 students took the CAASPP. 16% of students who took the CAASPP were EL (42) and 57% of ELs had an IEP (24 of 42). 0% were proficient in both areas. By contrast, 35 English Learners who were re-designated to English Proficiency achieved 57% proficiency.
2. In 2018-2019, 229 students took the CAASPP. 11% of students who took the CAASPP were EL (25) and 60% of ELs had an IEP (15 of 25). 4% of ELs were proficient. By contrast, 35 English Learners who were re-designated to English Proficiency achieved 60% proficiency.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	85	89	74	83	79	70	83	79	70	97.6	88.8	94.6
Grade 4	88	77	89	86	76	85	86	76	85	97.7	98.7	95.5
Grade 5	90	98	80	88	96	77	88	96	77	97.8	98	96.3
All	263	264	243	257	251	232	257	251	232	97.7	95.1	95.5

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2419.	2397.	2412.	21.69	12.66	22.86	26.51	20.25	15.71	20.48	26.58	28.57	31.33	40.51	32.86
Grade 4	2433.	2451.	2419.	6.98	17.11	7.06	29.07	27.63	23.53	25.58	21.05	23.53	38.37	34.21	45.88
Grade 5	2472.	2451.	2489.	3.41	7.29	15.58	36.36	29.17	29.87	25.00	20.83	29.87	35.23	42.71	24.68
All Grades	N/A	N/A	N/A	10.51	11.95	14.66	30.74	25.90	23.28	23.74	22.71	27.16	35.02	39.44	34.91

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	25.30	15.19	24.29	31.33	46.84	41.43	43.37	37.97	34.29
Grade 4	6.98	21.05	9.41	55.81	43.42	47.06	37.21	35.53	43.53
Grade 5	12.50	14.58	24.68	50.00	47.92	42.86	37.50	37.50	32.47
All Grades	14.79	16.73	18.97	45.91	46.22	43.97	39.30	37.05	37.07

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	21.69	8.86	14.29	43.37	43.04	52.86	34.94	48.10	32.86
Grade 4	12.79	10.53	7.06	53.49	56.58	54.12	33.72	32.89	38.82
Grade 5	14.77	12.50	14.29	57.95	42.71	61.04	27.27	44.79	24.68
All Grades	16.34	10.76	11.64	51.75	47.01	56.03	31.91	42.23	32.33

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	18.07	18.99	14.29	67.47	58.23	72.86	14.46	22.78	12.86
Grade 4	9.30	19.74	5.88	62.79	65.79	65.88	27.91	14.47	28.24
Grade 5	11.36	6.25	18.18	60.23	63.54	67.53	28.41	30.21	14.29
All Grades	12.84	14.34	12.50	63.42	62.55	68.53	23.74	23.11	18.97

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	24.10	13.92	21.43	57.83	58.23	51.43	18.07	27.85	27.14
Grade 4	11.63	17.11	10.59	56.98	53.95	48.24	31.40	28.95	41.18
Grade 5	14.77	14.58	22.08	54.55	42.71	53.25	30.68	42.71	24.68
All Grades	16.73	15.14	17.67	56.42	51.00	50.86	26.85	33.86	31.47

Conclusions based on this data:

1. In 2016, 34% of all students met or exceeded standards. In 2017, 41.25% of all students met or exceeded standards. In 2018, 38 % met or exceeded standards and scale scores were 38 points from proficiency. In 2019, 38% met or exceeded standard and scale scores were 30 points from proficiency. When analyzing students groups:

The Scale Score Change for All students increased by + 6.6
SWD increased 23.8 points, SED increased 1.2 points, EL decreased -51.3 points, Caucasian students increased 0.9 points, and Hispanic students increased by 12.9 points.
2. When analyzing claims, the strongest areas of achievement in 2017- 2018, were exhibited in reading at 16.73% and research/inquiry at 15.14%. In comparison, 2018-2019 achievement, was at 18.97% and 17.67%.
3. When analyzing claims, the greatest areas of need in 2017-2018 and 2018-2019 were exhibited in producing/presenting clear purposeful writing. We believe that students will benefit from math and language instruction in communicating effectively. This will be accomplished through repeated reading, collaborative conversation and and increased use of language frames. If students first speak and listen using oral academic language, and then transfer skills to writing, they will learn how to produce clear, purposeful text.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	85	89	74	83	79	69	83	79	69	97.6	88.8	93.2
Grade 4	88	77	89	87	76	86	87	76	86	98.9	98.7	96.6
Grade 5	91	98	80	89	95	77	89	95	77	97.8	96.9	96.3
All	264	264	243	259	250	232	259	250	232	98.1	94.7	95.5

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2393.	2385.	2393.	10.84	6.33	7.25	24.10	15.19	27.54	21.69	32.91	26.09	43.37	45.57	39.13
Grade 4	2427.	2448.	2433.	11.49	7.89	5.81	14.94	26.32	23.26	33.33	32.89	31.40	40.23	32.89	39.53
Grade 5	2471.	2451.	2489.	12.36	7.37	14.29	16.85	11.58	23.38	25.84	28.42	28.57	44.94	52.63	33.77
All Grades	N/A	N/A	N/A	11.58	7.20	9.05	18.53	17.20	24.57	27.03	31.20	28.88	42.86	44.40	37.50

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	18.07	10.13	20.29	30.12	29.11	28.99	51.81	60.76	50.72
Grade 4	18.39	18.42	13.95	20.69	38.16	29.07	60.92	43.42	56.98
Grade 5	19.10	12.63	20.78	22.47	24.21	42.86	58.43	63.16	36.36
All Grades	18.53	13.60	18.10	24.32	30.00	33.62	57.14	56.40	48.28

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	24.10	10.13	13.04	38.55	46.84	37.68	37.35	43.04	49.28
Grade 4	16.09	7.89	6.98	32.18	44.74	46.51	51.72	47.37	46.51
Grade 5	11.24	9.47	10.39	39.33	42.11	51.95	49.44	48.42	37.66
All Grades	16.99	9.20	9.91	36.68	44.40	45.69	46.33	46.40	44.40

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	18.07	7.59	14.49	48.19	59.49	56.52	33.73	32.91	28.99
Grade 4	14.94	13.16	15.12	43.68	48.68	39.53	41.38	38.16	45.35
Grade 5	13.48	7.37	6.49	42.70	44.21	53.25	43.82	48.42	40.26
All Grades	15.44	9.20	12.07	44.79	50.40	49.14	39.77	40.40	38.79

Conclusions based on this data:

- 1. Math**
 In 2015, 14% of all students met or exceeded standards.
 In 2016, 25% of all students met or exceeded standards.
 In 2017, 31% of all students met or exceeded standards.
 In 2018, 24% of all students met or exceeded standards.
 In 2019, 34% of all students met or exceeded standards.
- 2.** When analyzing 2018 claims, the greatest areas of need were in communicating reasoning (9.20% above standard) and problem-solving (9.20% above standard). Last year, we worked diligently to have students engage in repeatedly reading complex math tasks, discussing the meaning of the task, documenting their strategies and problem solving, and using language frames to articulate explanations. When analyzing the same claims from 2019, we saw communicating reasoning increase to 12.07% above standard and problem-solving increase slightly to 9.91% above standard. We are continuing with our goal and building on student skills.
- 3.** In 2018, 24% of all students met or exceeded standards. They were 56 points from proficiency. In 2019, 34% of all students met or exceeded standards. They were 45 points from proficiency. The Scale Score Change for All students was 10.6 points, SWD increased their scale score by 2.9 points, SED increased by 8.8 points, EL decreased their scale score by 30.7 points, Caucasians increased by 9.9 points, and Hispanics increased by 14.7 points.

Consistent, coherent K-5 strategies build student stamina, understanding, and communication, with a focus on SWD and EL student needs.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	1416.3	*	1435.4	*	1371.1	*	16	10
Grade 1	*	1440.9	*	1445.8	*	1435.5	*	15
Grade 2	1487.4	*	1472.6	*	1501.6	*	13	10
Grade 3	1477.4	*	1473.5	*	1480.8	*	23	8
Grade 4	1490.5	1537.7	1498.8	1544.3	1481.6	1530.6	13	19
Grade 5	1500.5	1511.6	1497.3	1513.8	1503.2	1508.6	24	14
All Grades							97	76

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	*	*	*	*	*	*	*	16	*
1	*	13.33	*	26.67	*	40.00		20.00	*	15
2	*	*	*	*	*	*	*	*	13	*
3	*	*	*	*	*	*	*	*	23	*
4	*	42.11	*	26.32	*	15.79	*	15.79	13	19
5	*	35.71	45.83	14.29	*	35.71	*	14.29	24	14
All Grades	18.56	22.37	41.24	28.95	16.49	32.89	23.71	15.79	97	76

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	*	*	*	*	*	*	*	16	*
1	*	33.33	*	20.00	*	26.67	*	20.00	*	15
2	*	*	*	*	*	*	*	*	13	*
3	*	*	*	*	*	*	*	*	23	*
4	*	63.16	*	21.05	*	5.26	*	10.53	13	19
5	*	42.86	*	28.57	*	14.29	*	14.29	24	14
All Grades	39.18	35.53	28.87	30.26	15.46	21.05	16.49	13.16	97	76

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	*	*	*	*	*	16	*
1	*	46.67	*	40.00	*	13.33	*	15
2	*	*	*	*	*	*	13	*
3	*	*	73.91	*	*	*	23	*
4	*	52.63	*	31.58	*	15.79	13	19
5	*	7.14	62.50	64.29	*	28.57	24	14
All Grades	35.05	30.26	52.58	52.63	12.37	17.11	97	76

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	*	*	*	*	*	16	*
1	*	26.67	*	53.33	*	20.00	*	15
2	*	*	*	*	*	*	13	*
3	47.83	*	*	*	*	*	23	*
4	*	73.68	*	15.79	*	10.53	13	19
5	45.83	78.57	*	7.14	*	14.29	24	14
All Grades	46.39	48.68	32.99	38.16	20.62	13.16	97	76

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	*	*	*	*	*	16	*
1	*	13.33	*	40.00	*	46.67	*	15
2	*	*	*	*	*	*	13	*
3		*	47.83	*	52.17	*	23	*
4		31.58	*	36.84	*	31.58	13	19
5		7.14	62.50	50.00	*	42.86	24	14
All Grades	15.46	11.84	46.39	53.95	38.14	34.21	97	76

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	*	*	*	*	*	16	*
1	*	13.33	*	53.33		33.33	*	15
2	*	*	*	*		*	13	*
3		*	69.57	*	*	*	23	*
4		15.79	84.62	78.95	*	5.26	13	19
5	*	21.43	54.17	57.14	*	21.43	24	14
All Grades	15.46	17.11	62.89	63.16	21.65	19.74	97	76

Conclusions based on this data:

- 2017-2018 ELPAC
Overall Average, Level 3, Scale Score 1474
Listening 35% well developed
Speaking 46%
Reading 15%
Writing 16%
- 2018-2019 ELPAC
Overall Average, Level 3, Scale Score 1482
Listening 31% well developed
Speaking 49%
Reading 12%
Writing 18%
- When analyzing K-5 investment in math academic language interaction and communicating effectively, we saw growth. Correspondingly, we know we can strengthen academic language of SWD, SED, and EL students through language frames for structured student-to-student interaction. This will increase the construction of meaning, listening, and speaking, which will impact reading and writing.

School and Student Performance Data

Student Population

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

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
468	79.9	15.8	1.5
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	74	15.8
Foster Youth	7	1.5
Homeless	1	0.2
Socioeconomically Disadvantaged	374	79.9
Students with Disabilities	120	25.6





Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	28	6.0
American Indian	15	3.2
Asian	1	0.2
Filipino	4	0.9
Hispanic	217	46.4
Two or More Races	24	5.1
Pacific Islander	7	1.5
White	172	36.8

Conclusions based on this data:

1. We have created alternate learning environments for student innovation, learning, inquiry, and healthy lifestyles: two community gardens, two Ga Ga Pits, a MakerSpace, and an outdoor classroom. These environments add to our positive attendance program where we celebrate and incentivize students who are on time, and at school all day.
2. We connect students to school through school funded after-school opportunities for all students: after-school sports, grades 2-5 dance clubs, grade 5 dance club, Spanish club, and science clubs. Otherwise, students' families would not be able to afford these opportunities.
3. We celebrate our diverse student population through culturally proficient projects and robust parent engagement.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students		
Academic Performance	Academic Engagement	Conditions & Climate
<div>English Language Arts</div> <div> Yellow</div>	<div>Chronic Absenteeism</div> <div> Yellow</div>	<div>Suspension Rate</div> <div> Green</div>
<div>Mathematics</div> <div> Yellow</div>		

Conclusions based on this data:

1.

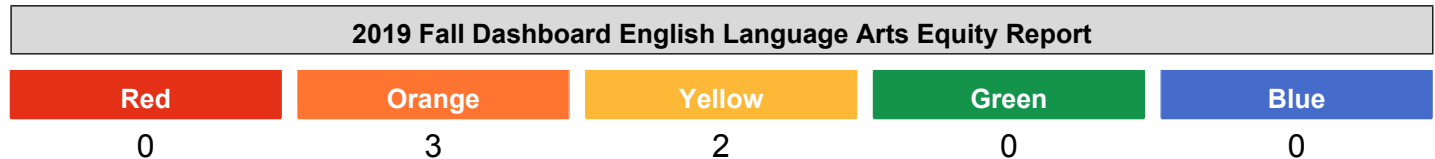
School and Student Performance Data

Academic Performance English Language Arts






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











This section provides number of student groups in each color.



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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group				
All Students	English Learners	Foster Youth	Homeless	Socioeconomically Disadvantaged
 Yellow 27.9 points below standard Increased ++5.4 points 215	 Yellow 39.6 points below standard Increased ++13.3 points 56	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5		 Orange 28.7 points below standard Maintained ++1.8 points 174
				 Orange 76.1 points below standard Increased Significantly ++23.5 points 62

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	Asian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	Filipino  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
Hispanic  Yellow 36 points below standard Increased ++13.2 points 115	Two or More Races  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9	Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	White  Orange 13 points below standard Maintained -2.6 points 71

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

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner 99.9 points below standard Declined -11.8 points 25	Reclassified English Learners 9 points above standard Declined Significantly -24.5 points 31	English Only 26.3 points below standard Maintained -1.5 points 152
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Conclusions based on this data:

- ELA**
 In 2015, 27% of all students met or exceeded standards.
 In 2016, 34% of all students met or exceeded standards.
 In 2017, 41.25% of all students met or exceeded standards.
 In 2018, 38.0 % of all students met or exceeded standards.
 In 2019, 38.0% of all students met or exceeded standards.
- In 2016, 34% of all students met or exceeded standards. In 2017, 41.25% of all students met or exceeded standards. In 2018, 38 % met or exceeded standards and scale scores were 38 points from proficiency. In 2019, 38% met or exceeded standard and scale scores were 30 points from proficiency. When analyzing students groups:

 The Scale Score Change for All students increased by + 6.6
 SWD increased 23.8 points, SED increased 1.2 points, EL decreased -51.3 points, Caucasian students increased 0.9 points, and Hispanic students increased by 12.9 points.

3. When analyzing claims, the strongest areas of achievement in 2017- 2018, were exhibited in reading at 16.73% and research/inquiry at 15.14%. In comparison, 2018-2019 achievement, was at 18.97% and 17.67%. When analyzing claims, the greatest areas of need in 2017-2018 and 2018-2019 were exhibited in producing/presenting clear purposeful writing. We believe that students will benefit from math and language instruction in communicating effectively. This will be accomplished through repeated reading, collaborative conversation and and increased use of language frames. If students first speak and listen using oral academic language, and then transfer skills to writing, they will learn how to produce clear, purposeful text.

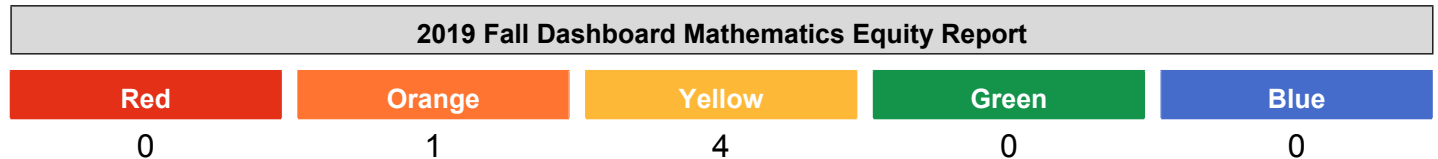
School and Student Performance Data

Academic Performance Mathematics






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











This section provides number of student groups in each color.



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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Yellow 42.2 points below standard Increased ++12.2 points 214	English Learners  Yellow 44.4 points below standard Increased Significantly ++29 points 56	Foster Youth  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5
Homeless	Socioeconomically Disadvantaged  Yellow 42.8 points below standard Increased ++10.6 points 173	Students with Disabilities  Orange 97 points below standard Increased ++9.7 points 62

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 51.3 points below standard Increased Significantly ++17.4 points 114	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 Yellow 25.1 points below standard Increased ++11 points 71

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

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
106.9 points below standard Declined -6.7 points 25	6.3 points above standard Increased ++13.7 points 31	43.5 points below standard Maintained ++2.6 points 151

Conclusions based on this data:

- Math**
 In 2015, 14% of all students met or exceeded standards.
 In 2016, 25% of all students met or exceeded standards.
 In 2017, 31% of all students met or exceeded standards.
 In 2018, 24% of all students met or exceeded standards.
 In 2019, 34% of all students met or exceeded standards.
- When analyzing 2018 claims, the greatest areas of need were in communicating reasoning (9.20% above standard) and problem-solving (9.20% above standard). Last year, we worked diligently to have students engage in repeatedly reading complex math tasks, discussing the meaning of the task, documenting their strategies and problem solving, and using language frames to articulate explanations. When analyzing the same claims from 2019, we saw communicating reasoning increase to 12.07% above standard and problem-solving increase slightly to 9.91% above standard. When noting student groups, we can see that ELs and SWDs will benefit greatly from teaching students how to analyze complex math tasks, how to solve them, and how to explain reasoning.

 We are continuing with our goal and building on student skills of communicating effectively through explanations to complex math tasks.

- 3.** In 2018, 24% of all students met or exceeded standards. They were 56 points from proficiency.
In 2019, 34% of all students met or exceeded standards. They were 45 points from proficiency.
The positive scale score change for all students was 10.6 points, SWDs increased their scale score by 2.9 points, SED increased by 8.8 points, EL decreased their scale score by 30.7 points, Caucasians increased by 9.9 points, and Hispanics increased by 14.7 points.

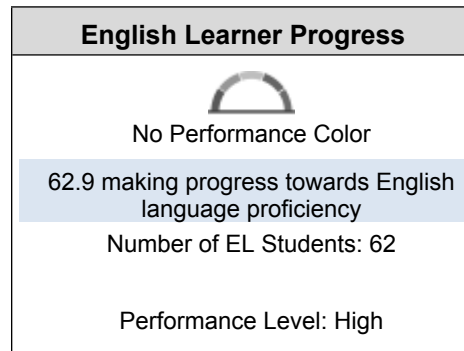
Consistent, coherent K-5 strategies build student stamina, understanding, and communication, with a focus on SWD and EL student needs.

School and Student Performance Data

Academic Performance English Learner Progress

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

2019 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
10	13	3	36

Conclusions based on this data:

- In 2017-2018, on the ELPAC, 35% of students had well-developed listening skills, while 52% had somewhat developed listening skills.
In 2018-2019, on the ELPAC, 31% of students had well-developed listening skills, while 54% had somewhat developed listening skills.
- In 2017-2018, on the ELPAC, 46% of students had well-developed speaking skills, while 33% had somewhat developed speaking skills.
In 2018-2019, on the ELPAC, 49% of students had well-developed speaking skills, while 38% had somewhat developed speaking skills.
- In 2017-2018, on the ELPAC Oral Language Average, 39% of students were at a Level 4, while 29% were at a Level 3. The overall score in Oral Language was a 3 with a Scale Score of 1475.
In 2018-2019, on the ELPAC Oral Language Average, 35% of students were at a Level 4, while 32% were at a Level 3. The overall score in Oral Language was a 3 with a Scale Score of 1486.

School and Student Performance Data

Academic Performance College/Career

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

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

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

2019 Fall Dashboard College/Career for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard College/Career by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

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

2019 Fall Dashboard College/Career 3-Year Performance		
Class of 2017	Class of 2018	Class of 2019
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

Conclusions based on this data:

1. No data for comparison

School and Student Performance Data

Academic Engagement Chronic Absenteeism







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











This section provides number of student groups in each color.

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

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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	English Learners	Foster Youth
 Yellow 16.5 Declined -1 552	 Green 7.6 Declined -9.7 79	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 Yellow 15.2 Declined Significantly -3.2 408	 Red 17.9 Increased Significantly +5.1 151

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American  No Performance Color 20 Increased +4.6 35	American Indian  No Performance Color 31.3 Increased +1.3 16	Asian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	Filipino  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7
Hispanic  Yellow 14.8 Declined Significantly -3 243	Two or More Races  No Performance Color 23.1 Increased +1.9 26	Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	White  Orange 15.2 Increased +0.5 217

Conclusions based on this data:

1. Lindo Park has a positive incentive program for attendance. Students are incentivized and celebrated for on time, all day, everyday attendance.
2. Our counselor, truancy officer, and District Support Services Department regularly work with families exhibiting these issues.

School and Student Performance Data

Academic Engagement Graduation Rate

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance
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This section provides number of student groups in each color.

2019 Fall Dashboard Graduation Rate Equity Report				
Red	Orange	Yellow	Green	Blue

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

2019 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

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

2019 Fall Dashboard Graduation Rate by Year	
2018	2019

Conclusions based on this data:

1. NA

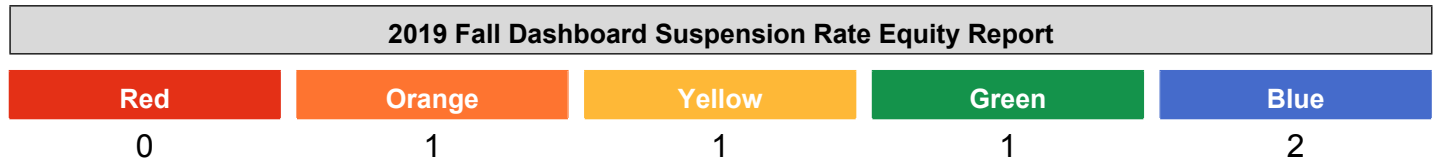
School and Student Performance Data

Conditions & Climate Suspension Rate







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











This section provides number of student groups in each color.



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

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  Green 2.5 Declined -0.3 566	English Learners  Blue 0 Declined -3.7 79	Foster Youth  No Performance Color Less than 11 Students - Data Not 10
Homeless  No Performance Color Less than 11 Students - Data Not 1	Socioeconomically Disadvantaged  Yellow 2.4 Maintained -0.1 417	Students with Disabilities  Green 2.6 Declined Significantly -1.1 153

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 0 Declined -3.4 35	 No Performance Color 6.3 Increased +1.3 16	 No Performance Color Less than 11 Students - Data 1	 No Performance Color Less than 11 Students - Data 7
Hispanic	Two or More Races	Pacific Islander	White
 Blue 0.4 Declined Significantly -1.7 249	 No Performance Color 15.4 Increased +6.6 26	 No Performance Color Less than 11 Students - Data 7	 Orange 3.6 Increased +1.4 225

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	2.8	2.5

Conclusions based on this data:

1. Cannot compare information yet. We have many students from challenging circumstances who come to school escalated. We are exploring a social-emotional screener to better identify students with externalizing and internalizing behaviors.
2. In Tier I of the Multi-Tiered System of Supports (MTSS), students are supported through Positive Behavior Intervention and Support (PBIS) lessons, classroom counseling lessons, Restorative Practice Behavior Slips, and Buddy Classrooms.
3. In Tier II of the Multi-Tiered System of Supports, students are supported through group counseling groups, ABA trained Behavior Specialists, Behavior Intervention Aides, and an MTSS Teacher on Special Assignment who coaches teachers on best practices.

In Tier III of the Multi-Tiered System of Supports, we have minimal resources to address needs. They include: ABA trained Behavior Specialists, Behavior Intervention Aides, access to San Diego Center for Children for families with Medi-Cal, and Vista Hill for Students with Disabilities who qualify for education related mental health services in their Individual Education Plans. The need far exceeds the resource in this area.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Academic Achievement

Goal 1

2019-2020 Goal: Every student will engage in daily collaborative conversations to increase speaking and listening skills across curricular areas. Language frame protocols will increase student-to-student interaction from at least two opportunities per day in October, to four plus opportunities per day in June 2020.

Metrics will be measured by the English Language Proficiency Assessments for California (ELPAC) from 31% well developed in listening to 41% well developed in listening and 49% well developed in speaking to 59% well developed in speaking, with an average oral scale score from 1486 to 1496, and within the CAASPP Claim of Listening from 12% above proficiency with 69% near proficiency to 22% above proficiency with 79% near proficiency.

Identified Need

When analyzing K-5 investment in math academic language interaction and communicating effectively, we saw growth. Correspondingly, we know we can strengthen academic language of SWD, SED, and EL students through language frames for structured student-to-student interaction. This will increase the construction of meaning, listening, and speaking, which will impact reading and writing.

Analysis of California Assessment of Student Performance and progress (CAASPP):

In 2017- 2018, 37% of ALL students met or exceeded standards and were an average of 38 points from proficiency. The claim of listening was at 14% above with 62% near standard.

In 2018- 2019, 38% of ALL students met or exceeded standards, and were an average of 30 points from proficiency. The claim of listening was at 12% above proficiency with 69% near proficiency.

In 2017-2018, Socioeconomically Disadvantaged (SED) students were at 37% met or exceeded proficiency and were an average of 35 points from proficiency. The claim of listening was at 13% above proficiency with 65% near standard.

In 2018-2019, SED were 37% met or exceeded and were an average of 32 points from proficiency. The claim of listening was at 14% above proficiency with 67% near proficiency.

In 2017-2018, Students with Disabilities (SWD) were at 15% met or exceeded proficiency and were an average of 111 points from proficiency. The claim of listening was at 5% above standard with 36% near standard.

In 2018-2019, SWD were 14% met or exceeded proficiency and were an average of 86 points from proficiency. The claim of listening was at 2% above proficiency with 62% near proficiency.

In 2017-2018, English Learners (EL) were at 0% met or exceeded proficiency, and were 119 points from proficiency. The claim of listening was at 0% above proficiency with 55% near proficient.

In 2018-2019, ELs were 4% met or exceeded proficiency, and were 109 points from proficiency. The claim of listening was at 0% above proficiency with 64% near proficiency.

Analysis of the ELPAC:

In 2017-2018, 35% of students had well-developed listening skills, while 52% had somewhat developed listening skills.

In 2018-2019, 31% of students had well-developed listening skills, while 54% had somewhat developed listening skills.

In 2017-2018, 46% of students had well-developed speaking skills, while 33% had somewhat developed speaking skills.

In 2018-2019, 49% of students had well-developed speaking skills, while 38% had somewhat developed speaking skills.

In 2017-2018, on the Oral Language Average, 39% of students were at a Level 4, while 29% were at a Level 3. The overall score in Oral Language was a 3 with a Scale Score of 1475.

In 2018-2019, on the Oral Language Average, 35% of students were at a Level 4, while 32% were at a Level 3. The overall score in Oral Language was a 3 with a Scale Score of 1486.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Metrics will be documented by ELPAC in listening and speaking	from 31% well developed in listening and 49% well developed in speaking with an average oral scale score of 1486 in June 2019	to 41% well developed in listening and 59% well developed in speaking, with an average oral scale score of 1496 by June 2020.
Metrics will be documented by the CAASPP Claim of Listening.	from 12% above proficiency with 69% near proficiency in June 2019.	to 22% above proficiency with 79% near proficiency by June 2020.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students with a focus on Socioeconomically Disadvantaged SED, English Learners, Students with Disabilities, and Re-designated Fluent English Proficient Students

Strategy/Activity

Actions: Actions: K-1, 2-3, and 4-5 grade levels: Academic intervention will take place with at risk students supplementing core literacy instruction.

In every area, teachers will explicitly plan student use of collaborative conversation language frames to increase students' speaking and listening skills, which will impact reading and writing.

Intervention: Professionals and Paraprofessionals will allow teachers to provide targeted intervention for at-risk students.

Evaluation: DIBELS, RR, IRI. WTW, Level Set, Lexile Score on RI, ELPAC Scores

Proposed Expenditures for this Strategy/Activity

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

36000

Title I
2000-2999: Classified Personnel Salaries
Intervention will take place twice daily with K-5 at-risk students engaged in targeted guided reading two times per day, w professional and paraprofessional support

1000

LCFF Base
4000-4999: Books And Supplies
Phonics, Guided Reading Books and Materials

2000

LCFF Base
4000-4999: Books And Supplies
Literacy Supplies for K-5 literacy instruction

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students with a focus on Socioeconomically Disadvantaged SED, English Learners, Students with Disabilities, and Re-designated Fluent English Proficient Students

Strategy/Activity

K-2 teachers will receive coaching and PD in guided reading and writing skills to supplement core literacy instruction for at-risk students.

In every area, teachers will explicitly plan student use of collaborative conversation language frames to increase students' speaking and listening skills, which will impact reading and writing.

Actions: Teachers will teach guided reading daily.

Evaluation: Teachers will monitor student growth through running records to accelerate students to targeted levels.

Proposed Expenditures for this Strategy/Activity

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

2000

LCFF Base

	1000-1999: Certificated Personnel Salaries PD: Guided Reading Training w SDCOE Trainer- support from school district for subs
1000	LCFF Supplemental 1000-1999: Certificated Personnel Salaries PD: iRead

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students with a focus on Socioeconomically Disadvantaged SED, English Learners, Students with Disabilities, and Re-designated Fluent English Proficient Students

Strategy/Activity

Grade 3-5 teachers will receive coaching and PD in literacy to supplement core literacy instruction for at-risk students.

In every area, teachers will explicitly plan student use of collaborative conversation language frames to increase students' speaking and listening skills, which will impact reading and writing.

Actions: Teachers will supplement core instruction with Read 180/System 44/Achieve 3000 instruction.

Evaluation: Teachers will evaluate progress by monitoring student lexile growth in accord with Metametrics Measures.

Proposed Expenditures for this Strategy/Activity

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

1000	LCFF Supplemental 4000-4999: Books And Supplies Achieve 3000, Read 180/System 44 Teacher Coaching
1500	LCFF Supplemental 1000-1999: Certificated Personnel Salaries PD: Read 180/System 44/Achieve 3000 Subs
5000	LCFF Base 4000-4999: Books And Supplies Read 180/System 44 Materials and Supplies

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All students with a focus on Socioeconomically Disadvantaged SED, English Learners, Students with Disabilities, and Re-designated Fluent English Proficient Students

Strategy/Activity

Actions: Grade K-5 teachers will collaboratively analyze assessments for improving literacy for at-risk students three times per year.

In every area, teachers will analyze student use of collaborative conversation language frames to increase students' speaking and listening skills, which will impact reading and writing.

Evaluation:

K-2 Teachers will evaluate student progress by noting running record and DIBELs score growth.

3-5 Teachers will evaluate progress by monitoring student lexile growth in accord with Metametrics Measures.

Proposed Expenditures for this Strategy/Activity

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

10000

Title I

1000-1999: Certificated Personnel Salaries

3 Data Analysis Days per teacher (23 X \$420)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All students with a focus on Socioeconomically Disadvantaged SED, English Learners, Students with Disabilities, and Re-designated Fluent English Proficient Students

Strategy/Activity

Actions: K-5 teachers will engage in Collaboration-Lesson Study Analysis of Instruction and Student Work to plan instruction and implement intervention for all students with a focus on Socioeconomically Disadvantaged SED, English Learners, Students with Disabilities, and Re-designated Fluent English Proficient Students

In every area, teachers will explicitly plan student use of collaborative conversation language frames to increase students' speaking and listening skills, which will impact reading and writing.

Evaluation:

K-2 Teachers will evaluate student progress by noting running record, DIBELs score growth, and student-to-student interaction opportunities.

3-5 Teachers will evaluate progress by monitoring student lexile growth in accord with Metametrics Measures, and student-to-student interaction opportunities.

Proposed Expenditures for this Strategy/Activity

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

10000	Title I 1000-1999: Certificated Personnel Salaries Literacy Planning/Data Analysis (23 X \$420)
6000	LCFF Supplemental 1000-1999: Certificated Personnel Salaries K-5 Guided Collaboration Lesson Study

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All students with a focus on Socioeconomically Disadvantaged SED, English Learners, Students with Disabilities, and Re-designated Fluent English Proficient Students

Strategy/Activity

Actions: Teachers will use instructional software, hardware, and accessories for devices to supplement core literacy instruction

Evaluation:

K-2 Teachers will evaluate student progress by noting running record, iRead, and DIBELs score growth.

3-5 Teachers will evaluate progress by monitoring student lexile growth in accord with Metametrics Measures.

Proposed Expenditures for this Strategy/Activity

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

15000	Title I 4000-4999: Books And Supplies Purchase Software
500	LCFF Supplemental 1000-1999: Certificated Personnel Salaries iRead Coaching
7200	LCFF Base 4000-4999: Books And Supplies Purchase software and materials for Intervention
1000	LCFF Base 4000-4999: Books And Supplies Purchase materials for instruction

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All students with a focus on Socioeconomically Disadvantaged SED, English Learners, Students with Disabilities, and Re-designated Fluent English Proficient Students

Strategy/Activity

Actions: Staff will provide parent involvement education for Literacy/Growth Mindset/Behavior to support parents' understanding and teaching at home within School Smarts curriculum.

Teachers will explicitly teach parents about growth mindset, literacy strategies, and student use of collaborative conversation language frames to increase students' speaking and listening skills, which will impact reading and writing.

Evaluation: Parent evaluation would be administered to measure effectiveness.

Proposed Expenditures for this Strategy/Activity

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

1200	Title I Parent Involvement 1000-1999: Certificated Personnel Salaries Staff Support for School Smarts
1200	LCFF Base 1000-1999: Certificated Personnel Salaries Teachers providing instruction for 3 Parent Literacy Nights
1200	TK Program 4000-4999: Books And Supplies Materials for 3 Parent Literacy Nights for K-2 and 3-5 levels

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

All students with a focus on Socioeconomically Disadvantaged SED, English Learners, Students with Disabilities, and Re-designated Fluent English Proficient Students

Strategy/Activity

Grade K-5 will teach ELA, Science, and Social Science Instruction with language frames for collaborative conversation and academic language development.

In every area, teachers will explicitly plan student use of collaborative conversation language frames to increase students' speaking and listening skills, which will impact reading and writing.

Evaluation:

K-2 Teachers will evaluate student progress by noting running record and DIBELs score growth, along with ELPAC scores

3-5 Teachers will evaluate progress by monitoring student lexile growth in accord with Metametrics Measures, along with ELPAC scores

Proposed Expenditures for this Strategy/Activity

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

9000

LCFF Base
4000-4999: Books And Supplies
1500 X 6 grade levels

1000

LCFF Base
4000-4999: Books And Supplies
Language frame supports and materials

Annual Review

SPSA Year Reviewed: 2018-19

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

ANALYSIS

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

In the 2018-2019 Goal we stated that every student will be instructed to reach their appropriate grade level. To meet this, every student scoring below grade level standard, will make more than one year's growth, on district literacy assessments. Every student meeting or exceeding the grade level will make at least one year's growth, on district literacy assessments.

When analyzing the implementation in ELA: student goal-setting, intervention, facilitated collaboration, analysis of data for instruction, and many SST meetings with parents for student support were invaluable and effective. To achieve the articulated goal, we are focusing on tightening targets for proficiency, targeted intervention, agreed-upon strategies, access to core curriculum for all students, and a major focus on academic language through collaborative conversation. We know we can strengthen academic language of SWD, SED, and EL students through language frames for structured student-to-student interaction in ELA, Science, Social Science, and in Social-Emotional Learning. This will increase the construction of meaning, listening, and speaking, which will impact reading and writing achievement. Because of our analysis, there is a change in our 2019-2020 goal.

When examining evidence on the California Assessment of Student Performance and progress (CAASPP):

In 2018, 38.0 % of all students met or exceeded standards, and their scale score was an average of 38 points from proficiency.

In 2019, 38.0% of all students met or exceeded standards, and their scale score was an average of 30 points from proficiency.

The scale score changes are as follows: All students + 6.6 SWD +23.8 SED + 1.2 EL -51.3 Cauc +0.9 Hispanic +12.9

In addition, on district literacy assessments:

In 2017-2018, 36% of grade 3-5 students grew over 100 lexile points. In 2018-2019, 37% of grade 3-5 students grew over 100 lexile points.

In 2018-2019:

58% of kinder students were at grade level on the running record assessment.

55% of first grade students were at grade level on the running record assessment.

59% at second grade students were at grade level on the running record assessment.

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

For 2018-2019, there were no major differences between the intended implementation to meet the articulated goal.

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

When analyzing K-5 investment in math academic language interaction and communicating effectively, we saw growth. Correspondingly, we know we can strengthen academic language of SWD, SED, and EL students through language frames for structured student-to-student interaction in ELA, Science, Social Science, and in Social-Emotional Learning. This will increase the construction of meaning, listening, and speaking, which will impact reading and writing achievement.

Because of this, the goals for 2019-2020 have changed and can be seen throughout the ELA Planned Improvements in Goal 1 :

Every student will engage in structured collaborative discourse daily to increase speaking and listening skills from an average of two times per day to four times per day. Metrics will be measured by ELPAC from 31% well developed in listening to 41% well developed in listening and 49% well developed in speaking to 59% well developed in speaking, with an average oral scale score from 1486 to 1496.

and CAASPP Claim of Listening from 12% above proficiency with 69% near proficiency to 22% above proficiency with 79% near proficiency.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Academic Achievement

Goal 2

2019-2020- All K-5 students will increase proficiency by one rubric level in writing explanations for complex math tasks, as measured by a grade level math rubric by June 2020.

Identified Need

When analyzing the CAASPP:

In 2017, 31% of all students met or exceeded standards.

In 2018, 24% of all students met or exceeded standards.

In 2019, 34% of all students met or exceeded standards.

In 2017-2018, Socioeconomically Disadvantaged (SED) students were at 24% met or exceeded.

In 2018-2019, SED were 32% met or exceeded.

In 2017-2018, Students with Disabilities (SWD) were at 11% met or exceeded.

In 2018-2019, SWD were 14% met or exceeded.

In 2017-2018, English Learners (EL) were at 0% met or exceeded, and were 120 points from proficiency.

In 2018-2019, EL were 0% met or exceeded, and were 106 points from proficiency.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Metrics will be documented by a grade level rubric in writing math explanations	Kindergarten students will increase proficiency from an average of 2.56 in 2019	to an average of 3.56 in first grade in 2020
	First grade students will increase proficiency from an average of 2.30 in 2019	to an average of 3.30 in second grade in 2020.
	Second grade students will increase proficiency from an average of 2.24 in 2019	to an average of 3.24 in third grade in 2020.
	Third grade students will increase proficiency from an average of 2.29 in 2019	to an average of 3.39 in fourth grade in 2020.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Fourth grade students will increase proficiency from an average of 1.63	to an average of 2.63 in fifth grade in 2020

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students with a focus on Socioeconomically Disadvantaged SED, English Learners, Students with Disabilities, and Re-designated Fluent English Proficient Students

Strategy/Activity

Actions:

All K-5 teachers will teach modified 3 reads protocol, with a Frayer organizer, and teach the use of language frames, in daily (20 minute) and weekly (one hour) time increments, evaluating student progress in PLC time through a staff created rubric and exemplars.

Evaluation: Teachers will assess students' progress with rubric for strong math explanations. Each grade level will move students an average of one rubric level:

Last year's Kinder grade averaged 2.56. This year's first graders should grow one level to 3.56.
 Last year's First grade averaged 2.30. This year's second graders should grow one level to 3.30.
 Last year's Second grade averaged 2.24. This year's Third graders should grow one rubric level to 3.24.
 Last year's Third grade averaged 2.29. This year's Fourth graders should grow one rubric level to 3.29.
 Last year's Fourth grade averaged 1.63. This year's Fifth graders should grow one rubric level to 2.63.

Proposed Expenditures for this Strategy/Activity

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

2400	LCFF Base 4000-4999: Books And Supplies Grade level math materials to support communicating strong explanations, number sense, and how to decipher rich math tasks (6 grade levels X \$400)
1000	LCFF Base

4000-4999: Books And Supplies
Materials for copying word problem documents

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students with a focus on Socioeconomically Disadvantaged SED, English Learners, Students with Disabilities, and Re-designated Fluent English Proficient Students

Strategy/Activity

Actions; K-5 teachers will engage in PLCs/Lesson Study to ensure consistency of instruction and frequency of math explanations work with Mathematics, 21st Century facilitators, and Math Transformations to implement lag and lead measures to strengthen students' math explanations.

Evaluation: K-5 Teachers will use Math Explanation Scoring Guide/ Rubric created by grade level teams to instruct students in writing strong math explanations.

Evaluation: Teachers will assess students' progress with rubric for strong math explanations. Each grade level will move students an average of one rubric level: see rubric goals above

Proposed Expenditures for this Strategy/Activity

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

6000

LCFF Supplemental
1000-1999: Certificated Personnel Salaries
40 total sub days of grade level (3 teachers each) Lesson Study on communicating strong explanations, number sense, and how to decipher rich math tasks

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students with a focus on Socioeconomically Disadvantaged SED, English Learners, Students with Disabilities, and Re-designated Fluent English Proficient Students

Strategy/Activity

Actions: Teachers will examine grade level materials and standards to determine needed supplemental instruction to match standards:

Evaluation: Teachers will use benchmark data from EDM and Interim assessment data from CDE to note growth:

Grade level supplemental materials and PD to match math standards: \$500 per level \$3000 LCFF Base

Kinder: Systematic Scope and Sequence

First: Systematic Scope and Sequence, Supplements in decomposing numbers and visuals
 Second: For first grade materials add- fluency w numbers 1-10,
 For Second grade supplement: Word Problems, Measurement, Time, Money, Addition/Subtraction Fluency
 Third: For second grade materials add- solid understanding of place value, fluently adding/subtracting within 100, understanding of needed math vocabulary (sum/difference. etc.)
 For Third Grade supplement: multiplication fluency, adding/subtracting numbers w regrouping, measurement, time, fractions, area, rounding,
 Fourth/Fifth: For third grade materials add- Addition/subtraction/multiplication fact fluency, solid understanding of place value, regrouping, measurement
 For Fourth/Fifth grade supplement: Operation Repetition, Measurement Conversion, Multiplication/Division Fact practice, Understanding of Basic Fractions

Proposed Expenditures for this Strategy/Activity

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

3000

LCFF Base
 4000-4999: Books And Supplies
 Grade level supplemental materials and PD to match math standards: (6 grade levels X \$500)

Annual Review

SPSA Year Reviewed: 2018-19

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

ANALYSIS

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

When analyzing K-5 investment in math academic language interaction and communicating effectively, we saw growth. This increased the construction of meaning, listening, and speaking, which will impact reading and writing achievement.

Within the implementation, teachers taught the following agreed-upon strategies: a modified 3 reads protocol, with a Frayer organizer, and the use of language frames to create clear math explanations. This was accomplished in daily (20 minute) and weekly (one hour) time increments. Teachers evaluated student progress in PLC time through a staff created rubric and exemplars.

In 2018-2019, Lindo Park focused on academic language work to communicate effectively in mathematics: All K-5 students will increase proficiency by one rubric level in writing explanations for complex math tasks, as measured by a grade level math rubric by June 2019.

When examining evidence through the grade level math rubric, average scores were as follows:
 Kinder 2.56, Grade 1 2.30, Grade 2 2.24, Grade 3 2.29, Grade 4 1.63, Grade 5 2.17

Because our focus is changing students' understanding and ability to communicate explanations to complex word problems, we are continuing our goal.

When examining evidence on the California Assessment of Student Performance and progress (CAASPP):

In 2018, 24% of all students met or exceeded proficiency, and their scale score was an average of 56 points from proficiency.

In 2019, 34% of all students met or exceeded proficiency, and their scale score was an average of 45 points from proficiency.

The scale score changes are as follows: All students +10.6 SWD +2.9 SED +8.8 EL - 30.7 Cauc +9.9 Hispanic + 14.7

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

There are no major differences between our intended implementation and budgeted expenditures to meet the articulated goal.

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

We are continuing with this goal. Average rubric scores from K-4 grade levels are expected to increase by one level. See annual measurable outcomes within Planned Improvements for Goal 2.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Social-Emotional Well-Being

Goal 3

Develop a consistent and clear system for discipline and structure on the playground to promote positive interactions.

Identified Need

Student behavior is escalated in unstructured areas. This spills over and affects classroom behavior. Need for consistent procedures, re-envisioned routines, and staff training to complement PBIS is indicated. Additionally, staff will continue discussion to develop classroom calming structures and strategies for students with challenging behavior.

Analysis of Office Discipline Referrals:

2017-2018 87

2018-2019 65

Most issues stemmed from aggressive, escalated behavior in unstructured areas.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Students will decrease physically and verbally aggressive behavior in unstructured time by 30% as measured by high level referrals and suspensions in common areas	from 65 high level referrals and 8 suspensions	to 19 high level referrals and 2 suspensions

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Actions: Each teacher will teach a weekly, 20 minute PBIS lesson. One lesson a month will integrate a component of Growth Mindset.

Evaluation:

Effectiveness will be monitored using a pre and post survey administered in December and again in May.

Proposed Expenditures for this Strategy/Activity

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

500

Unrestricted Lottery
4000-4999: Books And Supplies
Books, Materials, Supplies

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Unstructured Areas will be systematized with structures and routines for calm, constructive behavior.

Proposed Expenditures for this Strategy/Activity

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

2000

Unrestricted Lottery
4000-4999: Books And Supplies
Supplies for Playground, Cafeteria

2000

TK Program
4000-4999: Books And Supplies
Supplies for Playground, Cafeteria Sensory Path

2000

Unrestricted Lottery
5000-5999: Services And Other Operating Expenditures
Calming, De-Escalation Room

1000

LCFF Base
4000-4999: Books And Supplies
Materials for training Playground Leaders

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Actions: Principal, MTSS TOSA, and Teachers will create positive behavioral interventions and assess student growth in academic and behavior through "Kidwatch, " through Staff Training for common areas, and consultation with experts regarding classroom strategies.

Evaluation: Staff will monitor, attendance, SST referrals, Classroom Behavior Slips, ODRs, Suspensions Social-Emotional Therapeutic referrals, Referrals for SPED Testing, and individual/group lessons with counselor.

Proposed Expenditures for this Strategy/Activity

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

2000	LCFF Supplemental 1000-1999: Certificated Personnel Salaries Release time for Kidwatch Meetings (Jan/March), PD Responsive Classroom
1000	LCFF Supplemental 4000-4999: Books And Supplies Grace Dearborn Books and SEL instructional materials
500	LCFF Supplemental 2000-2999: Classified Personnel Salaries Staff Training for Common Areas
1000	Unrestricted Lottery 4000-4999: Books And Supplies Supplies for Cafeteria/Playground Routines
1000	LCFF Base 5800: Professional/Consulting Services And Operating Expenditures PD Responsive Classroom Training / Materials

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Actions: Staff will establish school-wide recognition in academics and behavior focused on individual, group, class and/or grade level success. Individual/Group will earn positive privilege/incentive acknowledging positive behavior.

Evaluation:

Proposed Expenditures for this Strategy/Activity

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

1000

LCFF Base
4000-4999: Books And Supplies
Positive Message Banners, Incentives,
Materials

Annual Review

SPSA Year Reviewed: 2018-19

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

ANALYSIS

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

In 2018-2019, our Social-Emotional Goal was that Grade 5 students will increase academic motivation and perseverance from 63% in 2018 to 90% in 2019 as measured by the California Healthy Kids Survey. K-4 students will increase academic motivation and perseverance from 80% in November 2018 to 90% in 2019 as measured by the California Healthy Kids Survey questions. When examining evidence, Grade 5 students increased their academic motivation score by 33 percentage points, from 63% to 93%. Grade 3 and 4 students increased academic motivation and perseverance from 82.48 % in November 2018 to 83.7% in 2019 as measured by the California Healthy Kids Survey questions with Google forms. Grades K-2 results were found to be invalid. Students told researchers what they wanted to hear.

We felt that the implementation was effective, however, a rise in aggressive, escalated behavior in unstructured areas in the playground and cafeteria necessitated a change in focus.

When examining evidence through discipline referral data:

In 2017-2018, we had 87 office discipline referrals

In 2018-2019, we had 65 office discipline referrals

In 2019-2020, our Social-Emotional Goal is in process: Develop a consistent and clear system for discipline and structure on the playground to promote positive interactions.
(continuing to discuss and develop ideas for classroom calming structures)

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

There were no major differences between the intended implementation and or budgeted expenditures to implement the strategies to meet the articulated goal.

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

As a result of analysis, we will continue growth mindset. However, a rise in aggressive, escalated behavior necessitates a focus on developing a consistent and clear system for discipline and structure on the playground to promote positive interactions. Those changes can be seen in Planning Instruction for Goal 3.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Parent Involvement and Student Enrichment

Goal 4

Connect Students and Parents to School-Community

Identified Need

Parent engagement, involvement, and communication is essential to student achievement.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent involvement will be measured by comparing	surveys, evaluations, and volunteer hours from parents events in 2018-2019	to surveys, evaluations, and volunteer hours from parents events in 2019-2020

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Actions: Staff will provide School Smarts/Parent Literacy/Growth Mindset Nights to support parents' understanding of advocacy and teaching of literacy/growth mindset at home

Evaluation: Parent evaluation administered to measure effectiveness.
(see Goal 1 for School Smarts/Literacy/Growth Mindset Nights)

Proposed Expenditures for this Strategy/Activity

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

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Actions: School staff will improve parent/community member communication/outreach and PR, through clear communication through multi-media, to support student achievement, goal-setting, and safety

Evaluation: Parent evaluation administered to measure outreach effectiveness.

Planners \$3000

K School Folders \$1000

Parent information copies \$1000

Webmaster Work \$1000

Radio Replacement \$1000

Proposed Expenditures for this Strategy/Activity

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

3000	LCFF Base 4000-4999: Books And Supplies Purchase of School Planners to support communication
1000	TK Program 4000-4999: Books And Supplies Purchase of EAK/Kinder School Folders to support communication
1000	LCFF Base 4000-4999: Books And Supplies Upgrades of Radios (Walkies) for Safety
1000	TK Program 4000-4999: Books And Supplies Publish parent information for literacy-math-growth mindset support
500	Unrestricted Lottery 1000-1999: Certificated Personnel Salaries Release Days for WebMaster
2000	LCFF Base 5800: Professional/Consulting Services And Operating Expenditures Public Relations

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Actions: A bilingual Special Programs will support parents through: outreach, translation of all school correspondence, web site, support for student recognition of positive behavior/attendance that impacts achievement and citizenship.

Evaluation: Parent evaluations administered to measure outreach effectiveness.

Proposed Expenditures for this Strategy/Activity

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

11000

LCFF Supplemental
2000-2999: Classified Personnel Salaries
Hire Bilingual Special Programs Assistant

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Actions: Staff will have access to supplies for effective communication/outreach and instruction

Evaluation: Staff/PAC evaluation administered to measure outreach effectiveness.

Proposed Expenditures for this Strategy/Activity

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

22000

Unrestricted Lottery
5000-5999: Services And Other Operating
Expenditures
Lease of Copiers/Riso

6000

Unrestricted Lottery
5000-5999: Services And Other Operating
Expenditures
Toner

14000

Unrestricted Lottery
4000-4999: Books And Supplies
Purchase of Office Supplies

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Actions: Teaching staff will use supplies for effective communication/outreach and instruction, in addition to Title I programming

Evaluation: Principal and PAC will monitor supply needs.

Proposed Expenditures for this Strategy/Activity

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

6000

Unrestricted Lottery
4000-4999: Books And Supplies
Purchase supplies for teacher instruction

2000

LCFF Base
4000-4999: Books And Supplies
Equipment

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Actions: Teaching staff will provide after school programming to connect students to school and to create growth mindset thinking.

Evaluation: After-school student lists and CHKS Survey.

Proposed Expenditures for this Strategy/Activity

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

12000

LCFF Base
1000-1999: Certificated Personnel Salaries
Afterschool Programming

Annual Review

SPSA Year Reviewed: 2018-19

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

ANALYSIS

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

Implementation of strategies last year was very effective as evidenced by the CHKS survey data and after-school programming

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

There are no major differences between the implementation and budgeted expenditures to implement strategies to reach the articulated goal.

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

There are no changes to this goal. Parent communication and engagement are essential to student achievement.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 5

Identified Need

Annual Measurable Outcomes

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$220,700.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
Title I	\$71,000.00
Title I Parent Involvement	\$1,200.00

Subtotal of additional federal funds included for this school: \$72,200.00

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

State or Local Programs	Allocation (\$)
LCFF Base	\$58,800.00
LCFF Supplemental	\$30,500.00
TK Program	\$5,200.00
Unrestricted Lottery	\$54,000.00

Subtotal of state or local funds included for this school: \$148,500.00

Total of federal, state, and/or local funds for this school: \$220,700.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title I	71,107.00	107.00
Title I Parent Involvement	1,241.00	41.00
Unrestricted Lottery	59,113.24	5,113.24
LCFF Base	59,155.96	355.96
LCFF Supplemental	33,170.51	2,670.51

Expenditures by Funding Source

Funding Source	Amount
LCFF Base	58,800.00
LCFF Supplemental	30,500.00
Title I	71,000.00
Title I Parent Involvement	1,200.00
TK Program	5,200.00
Unrestricted Lottery	54,000.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	53,900.00
2000-2999: Classified Personnel Salaries	47,500.00
4000-4999: Books And Supplies	86,300.00
5000-5999: Services And Other Operating Expenditures	30,000.00
5800: Professional/Consulting Services And Operating Expenditures	3,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF Base	15,200.00
4000-4999: Books And Supplies	LCFF Base	40,600.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF Base	3,000.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental	17,000.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental	11,500.00
4000-4999: Books And Supplies	LCFF Supplemental	2,000.00
1000-1999: Certificated Personnel Salaries	Title I	20,000.00
2000-2999: Classified Personnel Salaries	Title I	36,000.00
4000-4999: Books And Supplies	Title I	15,000.00
1000-1999: Certificated Personnel Salaries	Title I Parent Involvement	1,200.00
4000-4999: Books And Supplies	TK Program	5,200.00
1000-1999: Certificated Personnel Salaries	Unrestricted Lottery	500.00
4000-4999: Books And Supplies	Unrestricted Lottery	23,500.00
5000-5999: Services And Other Operating Expenditures	Unrestricted Lottery	30,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	112,800.00
Goal 2	12,400.00
Goal 3	14,000.00
Goal 4	81,500.00

School Site Council Membership

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

- 1 School Principal
- 4 Classroom Teachers
- 1 Other School Staff
- 6 Parent or Community Members

Name of Members	Role
Nina Drammissi	Principal
Lyndsey Clark	Classroom Teacher
Wade Nielsen	Classroom Teacher
Darice Evans	Classroom Teacher
Cindy Hilliker	Classroom Teacher
Tera Wieher	Other School Staff
Amanda Van Buren	Parent or Community Member
Marc Billen	Parent or Community Member
Becky Hill	Parent or Community Member
Sabrina Banegas	Parent or Community Member
Kathi Bradshaw	Parent or Community Member
Sephena Sanchez	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

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

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature

Committee or Advisory Group Name



English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 11/18/19.

Attested:



Principal, Dr. Nina Drammissi on 11/18/19



SSC Chairperson, Becky Hill on 11/18/19

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

[Stakeholder Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Stakeholder Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **Specific**, **Measurable**, **Achievable**, **Realistic**, and **Time-bound**. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

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

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school’s identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school’s identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency's budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- **Total Funds Provided to the School Through the Consolidated Application:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
 - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. use methods and instructional strategies that:
 - i. strengthen the academic program in the school,
 - ii. increase the amount and quality of learning time, and
 - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceusesinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceusesinvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Lakeview Elementary School	37681896038368		

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

Briefly describe the school’s plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Lakeview Elementary's School Site Council (SSC) meets three times/year as part of a continuous cycle of improvement to review data, monitor progress and update the school plan. Lakeview's site goals are collectively created with stakeholder input after a comprehensive needs assessment that includes the analysis of verifiable state data, including information displayed on the California Schools Dashboard. Other district and school data including site and district benchmark assessments, attendance data, and suspension data, are utilized to further measure and monitor progress throughout the school year. Site goals are aligned with LUSD LCAP goals and include the same metrics/indicators. Although Lakeview does not receive Title I funds, our SPSA outlines how LCFF funding will be allocated to improve the academic performance as well as attendance and suspension rates for all students.

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

The California Healthy Kids Survey is an anonymous, comprehensive data collection system that addresses school climate, health risks, behaviors, and youth resiliency. Lakeview uses the California Healthy Kids Survey to obtain feedback from parents, students and staff regarding the academic program, social-emotional needs, and overall school culture and climate. Based on the results of the CHKS, Lakeview scored above the state's average in nearly all categories. Two categories that revealed areas of need were "Caring Relationships" and "Social-Emotional Learning Supports." The data obtained from the CHKS was used to drive Lakeview's Goal #3 in the SPSA.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Every attempt is made for the site administrator to visit Lakeview's 34 classrooms on a regular basis. Informal classroom visits are conducted for the purpose of monitoring student learning, observing the delivery of instruction, supporting teachers in their professional growth, and checking in with students who need extra support. Teachers who are in their evaluation cycle also have the opportunity to participate in formal observations with feedback.

Summary of findings:

- * Students with Disabilities receive pull-out instruction around their targeted learning goals. As a result, many students receiving RSP services are lacking exposure to their grade level curriculum.
- * Lakeview's English Language Learners are underperforming compared to their grade level peers. This achievement gap needs to be addressed.
- * Lakeview currently does not have an EL aide to provide push-in support
- * Students in grades 3-5 have access to Achieve 3000. Teachers are utilizing the program in different ways. Those who have implemented Achieve 3000 with fidelity are seeing significant growth in students' reading lexiles. It is clear that teachers need more formal training in Achieve 3000 implementation to ensure that we are utilizing the program with fidelity.
- * Teachers need opportunities for collaboration and vertical articulation in the area of math, specifically around explaining mathematical reasoning.
- * Students with challenging behaviors are in need of additional support around self-regulation strategies, calming strategies and behavior management.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Our school conducted an assessment to identify areas of student needs to inform goal setting for increased student achievement. This needs assessment included:

- Analysis of 2018-19 SBAC scores
- Analysis of 2018-19 CELDT scores
- District Benchmark Assessments including DIBELS, ESGI, Running Records, IRI, RI,

Major findings from this analysis were: School wide, 65% of Lakeview students met or exceeded the standard in Overall English Language Arts on the CAASPP. By grade, standards were met or exceeded by 66% of 3rd graders, 58% of 4th graders, and 69% of 5th graders in Language Arts. The areas of Reading and Writing represents the claims with the highest percentage of students (16% & 17% respectively) scoring below standard in Language Arts.

Analysis of CAASPP Math results indicate 58% of Lakeview students met or exceeded the standard school wide. By grade, 65% of 3rd graders, 58% of 4th graders, and 52% of 5th graders met or exceeded the standard in Math. Concepts and Procedures was the claim with the greatest percentage of students (26%) who scored below standard.

Analysis of 2018-2019 CELDT results showed Lakeview had _____ English Learners school wide. _____ of those students were in the K-2nd grade levels and _____ were in grades 3rd-5th grade. The highest percentage (____%) of English Learners fell into the Overall Intermediate category. _____% of students scored Advanced or Early Advanced and _____% of students scored Beginning or Early Intermediate.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Lakeview utilizes district benchmark assessments (DIBELS, IRI, RI,) chapter and unit assessments embedded in district adopted curriculum, Achieve 3000 assessments/data, SBAC interim assessments and teacher created assessments to target, drive, and modify classroom instruction.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Lakeview has one teacher that is working toward a full credential in Special Education. 30 classroom teachers are fully credentialed. Lakeview also has 4 credentialed RSP teachers, 1 credentialed SLP and 1 credentialed Counselor. There are no misassigned teachers at Lakeview Elementary School.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

Teachers are sufficiently trained.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

LUSD teachers participate in weekly site based Professional Learning Communities every Wednesday for 90 minutes and district-wide Professional Learning Communities twice/year. This time is utilized for professional growth, grade level articulation around data-analysis, data-driven short and long term lesson planning, or best teaching practices. In addition, teachers participate in district-wide Professional Growth Days twice/year.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Teachers have access to the following instructional assistance

- * 1 site-based Math Coach
- * 1 site-based 21st Century Learning Coach
- * 1 Multi-Tiered Systems of Support Teacher on Special Assignment (shared with another site)
- * 5 Conscious Classroom Coaches
- * 1 district Language Teacher on Special Assignment

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Teachers use weekly PLC time as well as site-funded release time to collaborate and participate in classroom observations (on site, across the district and/or in neighboring districts.) Spanish Immersion teachers participate annually in 3 district-wide PLCs for the purpose of horizontal and vertical articulation with other immersion teachers in the district.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Lakeview Elementary uses the district adopted ELA (Wonders), Math (Everyday Math), Science (NGSS), and Social Studies curriculum. These curriculum adoptions are aligned with Common Core State Standards.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Lakeview Elementary School adheres to the following mandated instructional minutes.

Annual Instructional Minutes:

Kindergarten: 36,000

Grades 1 – 3: 50,400

Grades 4 – 8: 54,000

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Lakeview Elementary follows adopted pacing guides for both ELA and Math, as well as pacing for baseline assessments, district benchmark assessments, progress monitoring assessments, report cards, and parent conferences.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

All students have access to district adopted instructional materials including Wonders (ELA), Maravillas (Spanish Immersion LA), Everyday Math (Math), Social Studies and Science. Site licenses for technology programs and software are used for instructional support and any ancillary materials that are used to support student learning

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

All adopted curriculum and instructional materials are aligned to the Common Core State Standards.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Resource Specialist services (for students with an IEP,) Reading Intervention (30 minutes twice/week,) and ELD push-in support are provided to help underperforming students meet standards.

Evidence-based educational practices to raise student achievement

Lakeview is utilizing Achieve 3000, Read 180, System 44, data procured from MAPs Assessments, and Math Transformations to raise student achievement.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

LUSD offers English classes to help non-English speaking parents acquire the language skills necessary to help their children in school. LUSD also offers "The Positive Parenting Program" (PPP) which is an evidence-based program that equips parents with the tools to improve common childhood behavioral issues. Parents learn strategies for managing misbehavior, improving the parent-child relationship, and reducing stress for the entire family. In addition, our school counselor serves families by providing resources and referrals to community outreach organizations.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Lakeview Elementary provides opportunities for stakeholder involvement through School Site Council, English Learner Advisory Committee (ELAC,) and the District English Learner Advisory Committee (DELAC.)

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Fiscal support (EPC)

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

The development of Lakeview Elementary's 2019-2020 SPSA included multiple data measures for the purpose of gathering input from all stakeholders.

On June 7th, 2019, all LUSD teachers participated in a district-wide data analysis day. Lakeview Staff reviewed initial CASSPP data, district benchmark assessment data, grade level site developed assessments, California Healthy Kids Survey results, and Achieve 3000 data. During this time, we re-examined our site goals to determine what lead measures were/were not effective. Grade levels worked in teams to create charts that flagged both effective and ineffective strategies that had been put into place during the 2018-2019 school year and reported out their results. From this information, our staff identified effective strategies and drafted our 2019-2020 areas of focus.

During the 2018-2019 school year Lakeview also used the California Healthy Kids Survey (CHKS) as a tool to measure social emotional well being on our campus. The California Healthy Kids Survey is an anonymous, comprehensive data collection system that addresses school climate, health risks, behaviors, and youth resiliency. Lakeview uses the California Healthy Kids Survey to obtain feedback from parents, students and staff regarding the academic program, social-emotional needs, and overall school culture and climate. Based on the results of the CHKS, Lakeview scored above the state's average in nearly all categories. Two categories that revealed areas of need were "Caring Relationships" and "Social-Emotional Learning Supports." The data obtained from the CHKS was used to drive Lakeview's Goal #3 in the SPSA.

On September 17, 2019 Lakeview's Site Instructional Leadership Team spent a full day looking at our data. We first received training on how to pull apart and look critically at our data. We then disaggregated the data to focus on student subgroups. Through this process we discovered that two subgroups, English Language Learners and Students With Disabilities, are underperforming their grade level counterparts.

On September 27, 2019, LUSD teachers participated in a Fall Goal Setting Day. At Lakeview, our Leadership Team led a discussion with certificated staff to review CAASPP data. Teachers worked in vertical teams (K-2 and 3-5) to solidify our current Wildly Important Goals (WIGs) as well as our Lag & Lead measures. We completed a needs assessment for the current school year, and addressed the barriers to providing equitable educational opportunities for all students, especially English Language Learners and Students with Disabilities.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

In an effort to identify resource inequities, LUSD Ed Services assisted our site with creating a Pareto Chart to determine where the largest percentage of our budget was being spent. From there, we analyzed the data to determine if all student groups were being served equitably with our expenditures. The data from our Pareto Chart indicates that the two highest expenditures are the Intervention Teacher and Achieve 3000 software. Our staff feels that both expenditures have resulted in positive student outcomes. The Intervention program allows teachers to provide one additional hour of intensive reading instruction weekly to our struggling readers. Achieve 3000 uses leveled, nonfiction reading passages to target close reading, reading comprehension, vocabulary, and writing skills. Because the text complexity is automatically individualized to each student's reading lexile, students' can access the information and practice these skills at their individual level(s). Achieve 3000 is a research-based program and therefore, staff feels that this is a beneficial expenditure. Further analysis of our expenditures revealed that we are not specifically targeting our English Learners or Students with Disabilities.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	16-17	17-18	18-19	16-17	17-18	18-19
American Indian	0.9%	1.10%	0.83%	6	8	6
African American	1.6%	1.24%	0.97%	11	9	7
Asian	%	%	0.28%			2
Filipino	0.4%	0.55%	1.11%	3	4	8
Hispanic/Latino	23.0%	24.59%	25.28%	163	178	182
Pacific Islander	0.3%	0.28%	0.28%	2	2	2
White	71.9%	70.99%	69.72%	509	514	502
Multiple/No Response	%	%	%			
Total Enrollment				708	724	720

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	16-17	17-18	18-19
Kindergarten	117	131	108
Grade 1	127	112	126
Grade 2	124	131	123
Grade3	115	120	133
Grade 4	119	119	109
Grade 5	106	111	121
Total Enrollment	708	724	720

Conclusions based on this data:

1. The largest student group at Lakeview is White students at 69.72%
2. The second largest student group at Lakeview is Hispanic/Latino at 25.28%
3. Lakeview has a very small population of the following student groups: Asian, Pacific Islander, American Indian, African American and Filipino.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	16-17	17-18	18-19	16-17	17-18	18-19
English Learners	25	26	26	3.5%	3.6%	3.6%
Fluent English Proficient (FEP)	8	11	14	1.1%	1.5%	1.9%
Reclassified Fluent English Proficient	4	2	6	18.2%	8.0%	23.1%

Conclusions based on this data:

1. The percentage of English Learners at Lakeview has remained at about 3.5% over the last 3 years.
2. The number of Fluent English Proficient students has steadily increased from 8 (2017) to 11 (2018) to 14 (2019).
3. The number of students reclassified to Fluent English Proficient significantly increased from 8% in 2018 to 23.1% in 2019.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	115	118	128	112	110	120	112	110	120	97.4	93.2	93.8
Grade 4	118	119	109	114	114	107	114	114	107	96.6	95.8	98.2
Grade 5	108	110	121	104	105	118	104	105	118	96.3	95.5	97.5
All	341	347	358	330	329	345	330	329	345	96.8	94.8	96.4

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2449.	2459.	2461.	30.36	38.18	35.83	27.68	30.91	30.00	27.68	17.27	24.17	14.29	13.64	10.00
Grade 4	2464.	2485.	2481.	23.68	30.70	31.78	24.56	31.58	26.17	25.44	17.54	20.56	26.32	20.18	21.50
Grade 5	2482.	2509.	2543.	19.23	20.00	35.59	20.19	36.19	33.90	32.69	22.86	20.34	27.88	20.95	10.17
All Grades	N/A	N/A	N/A	24.55	29.79	34.49	24.24	32.83	30.14	28.48	19.15	21.74	22.73	18.24	13.62

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	28.57	36.36	34.17	50.89	50.00	48.33	20.54	13.64	17.50
Grade 4	24.56	24.56	28.97	51.75	59.65	50.47	23.68	15.79	20.56
Grade 5	21.15	25.71	38.14	55.77	53.33	52.54	23.08	20.95	9.32
All Grades	24.85	28.88	33.91	52.73	54.41	50.43	22.42	16.72	15.65

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	26.79	36.36	25.83	51.79	46.36	60.00	21.43	17.27	14.17
Grade 4	20.18	27.19	17.76	56.14	47.37	60.75	23.68	25.44	21.50
Grade 5	20.19	28.57	26.27	48.08	50.48	58.47	31.73	20.95	15.25
All Grades	22.42	30.70	23.48	52.12	48.02	59.71	25.45	21.28	16.81

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	26.79	30.91	31.67	62.50	57.27	60.83	10.71	11.82	7.50
Grade 4	16.67	23.68	19.63	61.40	62.28	69.16	21.93	14.04	11.21
Grade 5	16.35	15.24	27.12	60.58	68.57	66.95	23.08	16.19	5.93
All Grades	20.00	23.40	26.38	61.52	62.61	65.51	18.48	13.98	8.12

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	40.18	36.36	37.50	51.79	50.91	54.17	8.04	12.73	8.33
Grade 4	26.32	30.70	28.97	55.26	54.39	54.21	18.42	14.91	16.82
Grade 5	19.23	24.76	40.68	50.96	56.19	51.69	29.81	19.05	7.63
All Grades	28.79	30.70	35.94	52.73	53.80	53.33	18.48	15.50	10.72

Conclusions based on this data:

1. 65% of our students met or exceeded the achievement standard for English Language Arts.
2. Our Average Distance from Standard (DFS) increased from +15 in 2018 to +27 in 2019.
3. Reading & Writing represent the claims with the most students scoring below standard.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	115	118	128	112	108	120	112	108	120	97.4	91.5	93.8
Grade 4	118	119	109	114	114	107	114	114	107	96.6	95.8	98.2
Grade 5	108	110	121	104	104	118	104	104	118	96.3	94.5	97.5
All	341	347	358	330	326	345	330	326	345	96.8	93.9	96.4

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2459.	2459.	2465.	24.11	29.63	32.50	41.96	40.74	32.50	25.89	14.81	21.67	8.04	14.81	13.33
Grade 4	2485.	2478.	2492.	23.68	13.16	23.36	35.09	36.84	34.58	23.68	35.09	28.04	17.54	14.91	14.02
Grade 5	2483.	2529.	2520.	15.38	28.85	26.27	19.23	26.92	25.42	25.00	25.00	22.03	40.38	19.23	26.27
All Grades	N/A	N/A	N/A	21.21	23.62	27.54	32.42	34.97	30.72	24.85	25.15	23.77	21.52	16.26	17.97

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	46.43	43.52	46.67	35.71	35.19	30.00	17.86	21.30	23.33
Grade 4	41.59	27.19	32.71	33.63	41.23	44.86	24.78	31.58	22.43
Grade 5	25.00	37.50	33.05	25.96	39.42	33.90	49.04	23.08	33.05
All Grades	37.99	35.89	37.68	31.91	38.65	35.94	30.09	25.46	26.38

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	34.82	37.96	45.83	52.68	46.30	40.00	12.50	15.74	14.17
Grade 4	25.66	21.93	29.91	49.56	54.39	51.40	24.78	23.68	18.69
Grade 5	12.50	28.85	27.12	47.12	50.96	48.31	40.38	20.19	24.58
All Grades	24.62	29.45	34.49	49.85	50.61	46.38	25.53	19.94	19.13

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	40.18	42.59	43.33	50.89	44.44	45.00	8.93	12.96	11.67
Grade 4	34.51	24.56	30.84	43.36	57.02	49.53	22.12	18.42	19.63
Grade 5	15.38	28.85	22.88	47.12	45.19	53.39	37.50	25.96	23.73
All Grades	30.40	31.90	32.46	47.11	49.08	49.28	22.49	19.02	18.26

Conclusions based on this data:

1. 58% of our students met or exceeded the achievement standards for Math.
2. Our Average DFS increased from +5 in 2018 to +10 in. 2019.
3. The areas of Communicating Mathematical Reasoning represents the claim with the highest percentage of students scoring below standard.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	*	*	*	*	*	*	*	*
Grade 1	*	*	*	*	*	*	*	*
Grade 2	*	*	*	*	*	*	*	6
Grade 3	*	*	*	*	*	*	*	5
Grade 4	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	8
All Grades							29	27

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	*	*	*	*	*		*	*	*
1	*	*	*	*		*	*	*	*	*
2	*	*	*	*		*		*	*	*
4	*	*	*	*	*	*		*	*	*
All Grades	37.93	18.52	48.28	48.15	*	29.63	*	3.70	29	27

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	*	*	*	*	*		*	*	*
1	*	*	*	*		*	*	*	*	*
2	*	*	*	*		*		*	*	*
3	*	*	*	*		*		*	*	*
4	*	*	*	*	*	*		*	*	*
All Grades	58.62	51.85	*	25.93	*	18.52	*	3.70	29	27

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades	65.52	22.22	*	70.37	*	7.41	29	27

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
1	*	*	*	*	*	*	*	*
All Grades	58.62	59.26	37.93	37.04	*	3.70	29	27

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
1	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*
All Grades	*	11.11	62.07	66.67	*	22.22	29	27

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
4	*	*	*	*	*	*	*	*
All Grades	41.38	14.81	55.17	77.78	*	7.41	29	27

Conclusions based on this data:

1. 27 students took the ELPAC in 18-19.
2. Most of our students scored an overall level 3.
3. The largest number of students scoring "well developed" was in the speaking domain.

School and Student Performance Data

Student Population

This section provides information about the school's student population.

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
720	30.4	3.6	0.1
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	26	3.6
Foster Youth	1	0.1
Socioeconomically Disadvantaged	219	30.4
Students with Disabilities	119	16.5





Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	7	1.0
American Indian	6	0.8
Asian	2	0.3
Filipino	8	1.1
Hispanic	182	25.3
Two or More Races	11	1.5
Pacific Islander	2	0.3
White	502	69.7

Conclusions based on this data:

1. The largest student group at Lakeview is White students at 71.0%
2. 30.4% of Lakeview's student population is Socioeconomically Disadvantaged.
3. Students with Disabilities make up 16.5% of Lakeview's student population.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students		
Academic Performance	Academic Engagement	Conditions & Climate
<div>English Language Arts</div> <div></div> <div>Green</div>	<div>Chronic Absenteeism</div> <div></div> <div>Green</div>	<div>Suspension Rate</div> <div></div> <div>Green</div>
<div>Mathematics</div> <div></div> <div>Green</div>		

Conclusions based on this data:

1. Lakeview Elementary scored in the green in English Language Arts.
2. Lakeview Elementary scored in the green for both Mathematics and Chronic Absenteeism.
3. Lakeview's suspension rate is in the green.

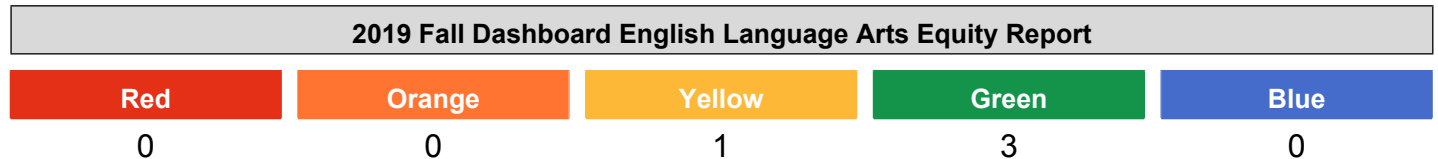
School and Student Performance Data

Academic Performance English Language Arts






The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group				
All Students	English Learners	Foster Youth	Homeless	Socioeconomically Disadvantaged
 Green 25.6 points above standard Increased ++10 points 341	 No Performance Color 2.7 points below standard Declined -9 points 23	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1		 Green 6.9 points above standard Increased ++13.9 points 115
				 Yellow 41.1 points below standard Increased ++13.8 points 75

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	Asian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	Filipino  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
Hispanic  Green 15.3 points above standard Increased ++9.7 points 81	Two or More Races  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	White  Green 29 points above standard Increased ++10.9 points 242

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner 46.2 points below standard 11	Reclassified English Learners 37.3 points above standard 12	English Only 27.3 points above standard Increased ++11.6 points 314
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Conclusions based on this data:

1. Hispanic students (81 students) scored 15.3 points above standard which was an increase of 9.7 points.
2. Socioeconomically Disadvantaged (115 students) scored 6.9 points above standard which was an increase of 13.9 points.
3. Students with Disabilities (75 students) scored 41.1 points below standard which was an increase of 13.8 points.

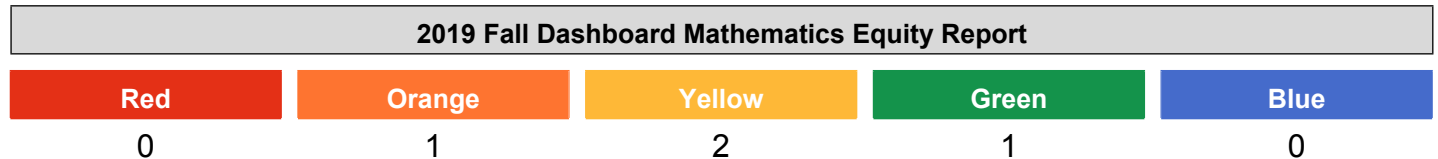
School and Student Performance Data

Academic Performance Mathematics






The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Green 9.9 points above standard Increased ++3.8 points 340	English Learners  No Performance Color 31.4 points below standard Declined Significantly -26.6 points 23	Foster Youth  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Homeless	Socioeconomically Disadvantaged  Yellow 11 points below standard Maintained ++2.2 points 115	Students with Disabilities  Orange 61.4 points below standard Maintained -0.6 points 74

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	Asian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	Filipino  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
Hispanic  Yellow 3.5 points below standard Maintained ++2.7 points 81	Two or More Races  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	White  Green 13 points above standard Maintained ++2.1 points 241

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner 64 points below standard 11	Reclassified English Learners 1.5 points below standard 12	English Only 12.5 points above standard Increased ++6.4 points 313
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Conclusions based on this data:

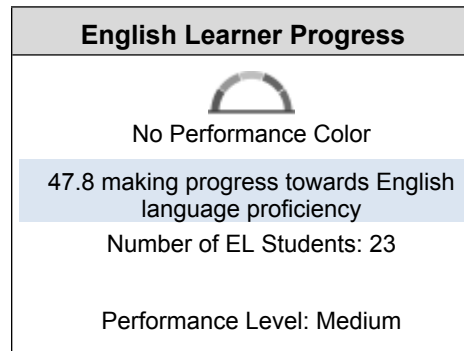
- Hispanic students (81 students) scored 3.5 points below standard which was an increase of 2.7 points.
- Socioeconomically Disadvantaged (115 students) scored 11 points below standard which was an increase of 2.2 points.
- Students with Disabilities (74 students) scored 61.4 points below standard which was a decrease of .6 points.

School and Student Performance Data

Academic Performance English Learner Progress

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2019 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
4	8	1	10

Conclusions based on this data:

1. 10 English learners progressed at least one ELPI level.
2. Our overall performance level is "Medium".
3. 47.8% of our students are making progress toward English language proficiency.

School and Student Performance Data

Academic Performance College/Career

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2019 Fall Dashboard College/Career for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard College/Career by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2019 Fall Dashboard College/Career 3-Year Performance		
Class of 2017	Class of 2018	Class of 2019
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

Conclusions based on this data:

1. No data available

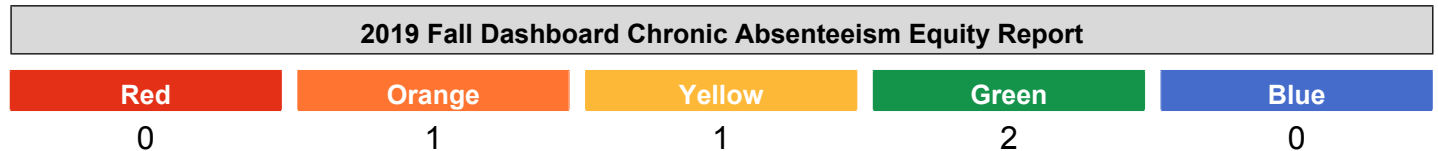
School and Student Performance Data

Academic Engagement Chronic Absenteeism







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students  Green 4.4 Maintained +0.2 730	English Learners  No Performance Color 0 Declined -14.3 26	Foster Youth  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Homeless  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	Socioeconomically Disadvantaged  Green 6.1 Declined -1.1 230	Students with Disabilities  Orange 5.6 Increased +3.2 143

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	Asian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	Filipino  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8
Hispanic  Green 3.7 Declined -1 187	Two or More Races  No Performance Color 0 11	Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	White  Yellow 4.7 Increased +0.8 507

Conclusions based on this data:

- Overall chronic absenteeism levels were maintained in the green.
- Chronic absenteeism declined for Hispanic students.
- Chronic absenteeism increased for students in the White subgroup and students with disabilities but maintained or declined for all other subgroups.

School and Student Performance Data

Academic Engagement Graduation Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Graduation Rate Equity Report				
Red	Orange	Yellow	Green	Blue

This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate by Year	
2018	2019

Conclusions based on this data:

1. No data available

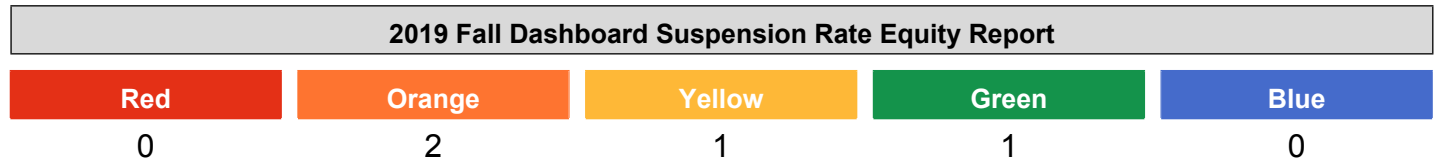
School and Student Performance Data

Conditions & Climate Suspension Rate






The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  Green 0.7 Maintained 0 736	English Learners  No Performance Color 3.7 Increased +3.7 27	Foster Youth  No Performance Color Less than 11 Students - Data Not 1
Homeless	Socioeconomically Disadvantaged  Orange 1.7 Increased +0.6 232	Students with Disabilities  Orange 3.5 Increased +1.1 143

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American  No Performance Color Less than 11 Students - Data 7	American Indian  No Performance Color Less than 11 Students - Data 7	Asian  No Performance Color Less than 11 Students - Data 2	Filipino  No Performance Color Less than 11 Students - Data 8
Hispanic  Yellow 1.1 Maintained 0 188	Two or More Races  No Performance Color 0 13	Pacific Islander  No Performance Color Less than 11 Students - Data 2	White  Green 0.6 Maintained 0 509

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	0.7	0.7

Conclusions based on this data:

1. We maintained our current level of suspensions, putting us in the green band.
2. There was a 1.1% increase in suspensions for Students with Disabilities, putting us in the orange band.
3. There was a 1.7% increase in suspensions for Socioeconomically disadvantaged students, putting us in the orange band.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

LUSD will accelerate academic achievement for all students in all subjects.

Goal 1

By June 2020, all students will show a minimum of +5 points growth across the Reading & Language Usage strands as measured by NWEA MAP.

Identified Need

An in-depth analysis of our 18-29 CAASPP data indicates that school-wide, 35% of students have not met the grade-level standard in ELA. Claim #1 (Reading) has been identified as the area of greatest need.

To support this goal, students in grades K-2 will

- * participate in small, targeted reading intervention groups 2 times per week for 30 minutes each
- * access Smarty Ants at least two times per week for at least 15 minutes per session
- * have access to Guided Reading instruction at least 2 times per week

Students in grades 3-5 will

- * practice leveled reading passages from our Wonders curriculum 2 times per week
- * have access to explicitly taught direct instruction fluency lessons bi-weekly
- * complete one Achieve 3000 article per month with an emphasis on close reading

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
By June 2020, using the NWEA MAP ELA Assessment as a performance indicator,	students in grades 1-5 will show positive academic growth from their baseline RIT score in Reading and Language	of at least +5 points

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Students will use Smarty Ants (grades K-2) and Achieve 3000 (grades 3-5) to target academic deficits in Reading Fluency and Reading Comprehension. These programs provide remediation to close achievement gaps for all students, as well as targeted specific student groups.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

23,000	LCFF Supplemental 4000-4999: Books And Supplies Achieve 3000 / Smarty Ants Software
	Unrestricted Lottery None Specified
	Unrestricted Lottery None Specified
	Unrestricted Lottery None Specified

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

English Learners will use the program, Imagine Learning to build English vocabulary development, reading comprehension, writing, and fluency skills. This program will provide language acquisition development to close achievement gaps for EL students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

1000	LCFF Base 4000-4999: Books And Supplies Imagine Learning Licences
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Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Spanish Immersion Students

Strategy/Activity

Purchase class sets of fiction and nonfiction novels in Spanish to enhance the Language Arts instructional program within our Spanish Immersion Program.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

5,500

Unrestricted Lottery
4000-4999: Books And Supplies
Books

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

K-2 teachers will utilize the MAP Fluency Assessment once/month as a tool to monitor students' progress toward reading fluency. Teachers will utilize this data to provide targeted small group reading intervention for the purpose of closing the achievement gap for all students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

LCFF Supplemental
4000-4999: Books And Supplies
MAP Fluency Licenses

LCFF Supplemental
4000-4999: Books And Supplies
Headphones With Boom Mic

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Students in Grades K-2 will receive targeted, small-group reading intervention with their classroom teacher while an Instructional Assistant pulls the remainder of the class for organized SPARKS Physical Education activities.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

25,000	LCFF Base 1000-1999: Certificated Personnel Salaries Intervention Teacher
	LCFF Base None Specified

Strategy/Activity 6**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Students in grades K-5 will use applications such as Spelling City and SeeSaw to practice Reading Fluency. SeeSaw allows teachers to monitor students' oral reading fluency/rate to target areas of need and close the achievement gaps for all students, as well as targeted specific student groups.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

3500	LCFF Base 4000-4999: Books And Supplies See Saw for the purpose of monitoring progress on students' reading fluency
800	LCFF Base 4000-4999: Books And Supplies Spelling/Vocabulary City software for the purpose of supporting students' vocabulary development

Strategy/Activity 7**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Provide half day release time, three times per year for teachers to assess students and monitor progress on goals.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

6000	Unrestricted Lottery 1000-1999: Certificated Personnel Salaries Teacher Release Time
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Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Teachers will meet in grade level teams 3 times/year to review assessment data, set goals and discuss targeted interventions for struggling readers. This practice will provide remediation and strategic planning for the purpose of closing the achievement gaps for all students, as well as targeted specific student groups.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

6000	Unrestricted Lottery 1000-1999: Certificated Personnel Salaries Provide half day substitutes for teachers to meet with grade level team to review assessment data, set goals and discuss targeted interventions for struggling readers.
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Strategy/Activity 9

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students with Disabilities

Strategy/Activity

Students in the RSP program with an identified goal of reading fluency and/or comprehension will work for 20 minutes daily on Read 180 or System 44.
--

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

3500	LCFF Base 4000-4999: Books And Supplies Read 180/System 44 Software
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Strategy/Activity 10

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Provide teachers with funds to purchase materials and supplies to support ELA instruction.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

10000

Unrestricted Lottery
4000-4999: Books And Supplies
Instructional Materials & Supplies

Strategy/Activity 11

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Maintain supplies and office equipment (Printers, Xerox, Riso, Laminator/Film, Toner) for the purpose of supporting and maintaining the instructional program.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

13,000

Unrestricted Lottery
4000-4999: Books And Supplies
Maintenance & Supplies

Annual Review

SPSA Year Reviewed: 2018-19

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

New Goal

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

New Goal

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

New Goal

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

LUSD will accelerate academic achievement for all students in all subjects.

Goal 2

By June 2020, all students (K-5) will increase their ability to communicate mathematical reasoning by one band on a site developed assessment rubric.

Identified Need

An in-depth analysis of our 18-29 CAASPP data indicates that school-wide, 42% of students have not met the grade-level standard in Math. Claim #3 (Communicating Reasoning) has been identified as the area of greatest need.

To support this goal, the following actions and strategic will be utilized:

- * Teachers in grades K-5 will explicitly teach how to communicate mathematical reasoning while solving word problems once/week.
- * Teachers will develop a common rubric which measures a student's ability to communicate mathematical reasoning and will utilize this tool to monitor students' progress biweekly.
- * Students in grades K-2 practice word problems using the "Part/Part/Whole" template at least once/week.
- * Students will be presented with weekly equations embedded in word problems, teachers will specifically teach the strategies for analyzing a word problem, how to recognize key vocabulary, how to use part/part/whole to understand the relationship between addition and subtraction and how to make a number story and explain their strategy for solving.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Using the 2019-2020 California Assessment of Student Performance and Progress (CAASPP),	the distance from proficiency will increase from +10	to +20 school-wide.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Students will utilize SeeSaw as a means to communicate mathematical reasoning when solving the chapter challenge for each unit as measured by a grade-level generated rubric.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

0

LCFF Base
4000-4999: Books And Supplies
Already Allocated in Goal #1

Unrestricted Lottery
None Specified

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

K-5 Teachers will work in vertical teams to participate in a Math Transformations led lesson studies focused on communicating mathematical reasoning when solving a math performance task.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

LCFF Supplemental
1000-1999: Certificated Personnel Salaries
Release time for teachers to engage in a lesson study around communicating mathematical reasoning.

LCFF Base
5800: Professional/Consulting Services And
Operating Expenditures
Math Transformations Full Day

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Teachers will work with our Math Colleague Coach in the area of problem solving and communicating reasoning. Teachers will set individual goals with the help of our Colleague Coaches.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

2500

LCFF Supplemental
1000-1999: Certificated Personnel Salaries
Half-day release time for teachers to work with Math Coach

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Provide half day release time, three times per year for teachers to assess students and monitor progress on goals.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

0

Already allocated in Goal #1

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Provide teachers with funds to purchase instructional materials and supplies to support Math instruction.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Unrestricted Lottery

	None Specified Already Allocated in Goal #1
	LCFF Base None Specified

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Maintain supplies and office equipment (Printers, Xerox, Riso, Laminator/Film, Toner) for the purpose of supporting and maintaining the instructional program.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

	Unrestricted Lottery None Specified Already Allocated in Goal #1
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Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Students will access software such as Multiplication.com 3 times/week for the purpose of increasing mathematical fluency and computation skills.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

1500	Unrestricted Lottery 4000-4999: Books And Supplies Multiplication.com / Fast Math
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Annual Review

SPSA Year Reviewed: 2018-19

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

New Goal

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

New Goal

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

New Goal

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Socio-Emotional Well Being

Goal 3

By June 2020, 100% of Lakeview students will have meaningful relationships with at least one adult on campus.

Identified Need

After an in-depth analysis of the 2018-2019 School Climate Report Card from the California Healthy Kids Survey (CHKS), Lakeview staff identified school-connectedness and caring relationships as an area of need. In the CHKS Student Report Indicators, 79% of students reported that they feel like they are a part of the school. This was a 3% decrease from our 2018 data. 87% of students reported that adults at our school care about them. While this data is very positive, it was a 3% drop from the previous year's data.

As a result of this data, staff gathered for the purpose of collecting additional data around our meaningful relationships with our students. The name of every student in our school was placed on an index card and displayed in the MPR. Staff placed a sticker on a student's card if they knew something personal or unique about that student (for example: "Gabriel plays 2nd base on a baseball team" or "Kayla has a dog named Charlie.") Upon conclusion of this activity, we discovered that ____ students do not have any meaningful relationships with a staff member. Our goal is to build bridges and meaningful relationships with students throughout the year so that, by June 2020 100% of Lakeview students have a meaningful relationship with at least one staff member on campus.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Kindergarten Students

Strategy/Activity

Additional playground coverage daily for Kindergarten students for the purpose of increasing student safety, assisting them with self-regulation strategies and conflict resolution.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

5000	LCFF Base 2000-2999: Classified Personnel Salaries Kindergarten Playground Coverage
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Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Playground Coordinator (extra hours) will assist students with and provide PD for staff in the utilization of self management and conflict resolution strategies. Playground Coordinator will conduct monthly meetings with Campus Student Supervisors for the purpose of ongoing professional development and identification of "hot spots" on the playground.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

	2000-2999: Classified Personnel Salaries Playground Coordinator Additional Hours
1200	LCFF Base 2000-2999: Classified Personnel Salaries Playground supervisors- monthly meetings.

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

MTSS TOSA will provide PD on community circles and restorative practices.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Counselor will run social skills groups with students 3-4 times/week.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

500

LCFF Supplemental
4000-4999: Books And Supplies
Materials & Supplies

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Acquisition of Tina Schuler's "Bridge Builder" book for each certificated staff member on campus for the purpose of gaining insight and strategies for building positive, meaningful relationships with students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

650

Unrestricted Lottery
4000-4999: Books And Supplies
Bridge Builders Book

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Goal 4

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Goal 5

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$108,650.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
------------------	-----------------

Subtotal of additional federal funds included for this school: \$

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
	\$0.00
LCFF Base	\$40,000.00
LCFF Supplemental	\$26,000.00
Unrestricted Lottery	\$42,650.00

Subtotal of state or local funds included for this school: \$108,650.00

Total of federal, state, and/or local funds for this school: \$108,650.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title I		
Title I Parent Involvement		
Unrestricted Lottery	96,854.68	54,204.68
LCFF Base	58,835.23	18,835.23
LCFF Supplemental	52,172.00	26,172.00

Expenditures by Funding Source

Funding Source	Amount
	0.00
LCFF Base	40,000.00
LCFF Supplemental	26,000.00
Unrestricted Lottery	42,650.00

Expenditures by Budget Reference

Budget Reference	Amount
	0.00
1000-1999: Certificated Personnel Salaries	39,500.00
2000-2999: Classified Personnel Salaries	6,200.00
4000-4999: Books And Supplies	62,950.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
1000-1999: Certificated Personnel Salaries	LCFF Base	25,000.00

2000-2999: Classified Personnel Salaries	LCFF Base	6,200.00
4000-4999: Books And Supplies	LCFF Base	8,800.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental	2,500.00
4000-4999: Books And Supplies	LCFF Supplemental	23,500.00
1000-1999: Certificated Personnel Salaries	Unrestricted Lottery	12,000.00
4000-4999: Books And Supplies	Unrestricted Lottery	30,650.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	97,300.00
Goal 2	4,000.00
Goal 3	7,350.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 4 Parent or Community Members
- 0 Secondary Students

Name of Members	Role
Staci Arnold	Principal
Jackie Siragusa	Parent or Community Member
Carrie Baum	Parent or Community Member
Michael McGrath	Parent or Community Member
Robert Yates	Parent or Community Member
Elizabeth Upchurch	Classroom Teacher
Rosella Gonzalez	Classroom Teacher
Mary Bedrosian	Classroom Teacher
Lamia Matti	Other School Staff

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature

Committee or Advisory Group Name

English Learner Advisory Committee

Other: Lakeview Site Instructional Leadership Team

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on .

Attested:

Principal, Staci Arnold on 11/22/19

SSC Chairperson, Michael McGrath on 11/22/19

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

[Stakeholder Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Description

Briefly describe the school's plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school's identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school's identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency's budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- **Total Funds Provided to the School Through the Consolidated Application:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
 - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. use methods and instructional strategies that:
 - i. strengthen the academic program in the school,
 - ii. increase the amount and quality of learning time, and
 - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceusesinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceusesinvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019



Riverview

International Academy

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Riverview Elementary School	37-68189-6038384		

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

Briefly describe the school’s plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process. The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California’s ESSA State Plan supports the state’s approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state’s Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the 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.

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

2019-20 Comprehensive Needs Assessment (teachers only; a total of 29 teachers participated):

HIGH EXPECTATIONS FOR STUDENT ACHIEVEMENT

1. Teachers and staff demonstrate high expectations for ALL children. (79% agrees that it's usually or always evident)
2. High Expectations for student learning outcomes are reflected in the teacher's daily lesson design. (66% agrees that it's usually or always evident)
3. Academic learning time is maximized. (76% agrees that it's usually or always evident)
4. Homework assignments are meaningful. (66% agrees that it's usually or always evident)
5. The school fosters a learning community. (79% agrees that it's usually or always evident)
6. ALL students have equal access to the challenge options. (55% agrees that it's usually or always evident)
7. The school is working to close the achievement gap. (72% agrees that it's usually or always evident)

FOCUSING ON TEACHING AND LEARNING

1. Students spend classroom time on organized, meaningful learning activities as often as possible. (86% agrees that it's usually or always evident)
2. Students are actively involved in learning throughout their time in class. (76% agrees that it's usually or always evident)
3. There is a school-wide focus on mastery of basic skills at each grade level. (66% agrees that it's usually or always evident)
4. There is a school-wide focus on mastery of digital literacy. (69% agrees that it's usually or always evident)
5. There is a school-wide focus on mastery of proficiency in higher order/critical thinking skills. (66% agrees that it's usually or always evident)
6. There is clear evidence of higher-order/critical thinking skills happening in the classrooms. (59% agrees that it's usually or always evident)
7. Teachers adjust instruction and assessment to meet the needs of diverse learners. (72% agrees that it's usually or always evident)
8. Teachers incorporate grade-level standards and target language proficiency levels into instructional plans. (79% agrees that it's usually or always evident)
9. The school promotes active involvement of students in the learning process, including opportunities for them to explore the application of higher-order thinking skills and investigate new approaches to applying their learning utilizing: Depth of Knowledge framework; Bloom taxonomy or Depth and Complexity Icons. (69% agrees that it's usually or always evident)
10. Teachers are given opportunities to receive coaching or observe each other's classroom instruction as one way to improve teaching. (76% agrees that it's usually or always evident)

PARENT/COMMUNITY INVOLVEMENT WITH, SUPPORT OF AND SATISFACTION WITH EDUCATIONAL PROGRAM

1. The school fosters collaboration with community stakeholders to support student learning. (59% agrees that it's usually or always evident)
2. School Site Council members participate in the development of a comprehensive school plan for student achievement (SPSA). (55% agrees that it's usually or always evident)
3. Parents and community members are encouraged to participate in school activities. (97% agrees that it's usually or always evident)
4. The school routinely communicates with and involves parents from all cultural and socio-economic backgrounds. (86% agrees that it's usually or always evident)
5. Teachers work with families to help them support students' learning at home and in the community. (79% agrees that it's usually or always evident)

CONTINUOUS ASSESSMENT OF STUDENTS, STAFF, AND PROGRAM TO EVALUATE EFFECTS OF INSTRUCTION

1. The school has a clearly defined process to assess school-wide student achievement. (52% agrees that it's usually or always evident)
2. There is a school-wide focus on improved student achievement and recognition of academic success and intervention of evidenced weaknesses. (48% agrees that it's usually or always evident)
3. The school has an effective plan to provide for remediation based on student assessment and an appropriate amount of time is designated for this. (38% agrees that it's usually or always evident)
4. Student achievement data is routinely disaggregated to improve teaching and learning and to ensure equitable treatment of all subgroups of students and professional learning community sessions are held to discuss the strengths and weaknesses of student data. (41% agrees that it's usually or always evident)

SAFE, ORDERLY, AND DISCIPLINED SCHOOL CLIMATE

1. The school environment is safe. (97% agrees that it's usually or always evident)
2. There are clear and explicit guidelines for student behavior. (83% agrees that it's usually or always evident)
3. The enforcement of discipline is firm, fair, and consistent. (72% agrees that it's usually or always evident)
4. There is a school-wide focus on positive reinforcement of good behavior. (90% agrees that it's usually or always evident)
5. School staff and students work cooperatively to ensure the safety of all students and adults on campus. (93% agrees that it's usually or always evident)

STAFF EFFECTIVENESS AND PROFESSIONAL DEVELOPMENT

1. Common goals are supported and understood by all stakeholders (66% agrees that it's usually or always evident)
2. The staff uses a variety of teaching methods and strategies aimed at achieving the school's goals. (69% agrees that it's usually or always evident)
3. There is a sense of community and commitment to the school among the staff. (83% agrees that it's usually or always evident)
4. Continued professional growth is evident among the staff. (41% agrees that it's usually or always evident)
5. Staff demonstrates empathy and rapport in their interactions with students. (100% agrees that it's usually or always evident)
6. Staff consistently demonstrates a willingness to maintain communication with parents. (97% agrees that it's usually or always evident)
7. The school ensures that staff members participate in a continuous program of professional development and training, which reflects a variety of learning strategies are evident. (66% agrees that it's usually or always evident)
8. The school conducts a periodic, systematic analysis of instructional and organizational effectiveness and uses the results to improve student performance. (55% agrees that it's usually or always evident)

LEADERSHIP

1. The administrative team demonstrates strong instructional leadership. (76% agrees that it's usually or always evident)
2. Teachers demonstrate instructional leadership by coaching, consulting, and inspiring students. (93% agrees that it's usually or always evident)
3. Leadership decisions are made after considering the pertinent data. (66% agrees that it's usually or always evident)
4. The school promotes and reflects multiple opportunities for teachers and students to lead. (86% agrees that it's usually or always evident)

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

At Riverview, principal visits classrooms frequently both formal observations and informal walk-throughs. The teaching staff is evaluated every other year through formal observations. Through formal observations and walk-through visits, the following has been observed:

(1) All Spanish and English teachers in all grades are teaching English Language Arts and Spanish Language Arts through Wonders (Maravillas). Mandarin teachers use MZHY for Mandarin Language Arts. Daily lessons are taught, and students spend significant time reading at their level. All classroom teachers are implementing the common core math standards using Everyday Math. Well planned lessons are taught on a daily basis, increased time and resources are directed toward students who are below grade level in reading, writing, and math, and extension activities are provided for students who need an extra challenge.

(2) All Riverview staff use Postive Behavioral Intervention and Supports (PBIS) in classrooms and playgrounds. Teachers participate in our monthly student recognition "Shout Out" program that recognizes the individual strengths of each and every child in the school.

(3) RV's counselor does whole classroom lessons and push-in lessons. Teachers who volunteer for push-in services have a higher number of students with IEPs. Support staff offers push-in to address the academic and social/emotional needs of a group of targeted students (Students with IEPs) as well as the rest of the class. The benefit to the teacher is students receive Tier 2 support for all students regardless of need.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Riverview teachers use a variety of assessments to analyze progress, modify instruction and improve student achievement. Students in grades 3-5 take the Smarter Balanced Assessment (SBAC) and all English Language Learners take English Language Proficiency Assessment for California (ELPAC) annually. Local assessments include the use of the STAR, SRI, EDL2, Wonder's IRI along with district adopted assessments.

The assessment information is gathered and shared in spreadsheets and printouts at the staff goal-setting day. Assessment results are analyzed and used to determine which group of students needs additional instruction and support and how and how and when they should receive it. These interventions are taught by our classroom teachers, intervention specialist, and Special Education Staff. Additionally, teachers meet in PIC teams to analyze student work and assessments in order to better meet the needs of our students.

Our school conducted a needs assessment to identify areas of student need to inform goal setting for increased student achievement. This needs assessment included:

- Analysis of 2018-19 SBAC scores
- Analysis of 2018-19 English Learners' progress
- Analysis of classroom assessments
- Classroom observations of teaching
- Review of required instructional minutes in core academic areas
- Evaluation of the effectiveness of teacher professional development
- Evaluation of teacher collaboration for the purpose of improved instruction

Major findings from this analysis were:

In 3rd and 5th grade more students are meeting, or exceeding, grade-level standards in ELA. In math, a higher percentage of students in 3rd grade have met or exceeded standards than in 4th and 5th grade (SBAC, 2019). Many RIA teachers have been trained in the Learning Headquarter's Writing program, however, this continues to be a need at both campuses. Increased teacher collaboration, planning, observation time is the greatest need at RIA. Release time is provided at the beginning of the school year and monthly, however, more planning and collaboration time is needed.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Teachers analyze student progress on an ongoing basis using curriculum-embedded assessments, the district adopted assessments, Everyday math unit assessment, and observations of daily reading and writing work, social studies and science projects. Data is examined on a regular basis during Fearless Leader, staff and PLC meetings and instruction is differentiated to meet student needs. Base on data analysis, intervention groups are planned to support students who are not yet meeting standards. Teachers participate in 10 PLC cycles a school year during which each grade level team analyzes students' progress, sets SMART goals for our students who are not yet meeting standards, and create action plans and provides instruction to support those students.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All teaching staff at Riverview are fully credentialed and highly qualified. In addition, all immersion staff obtain Bilingual Authorization to teach in immersion classroom setting.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

Riverview Elementary works with our district's Human Resource department to ensure that our teachers are appropriately credentialed in California to teach in their assignments. Timely, high-quality, and sustained professional development opportunities are offered to ensure that teachers and staff are trained in instructional strategies designed to meet the needs of their students. Our principal receives ongoing professional development in instructional leadership and in providing growth producing feedback to teachers to support their growth in their profession. All Riverview teachers are fully credentialed. Teacher Induction Program (BTSA) support is available to first and second-year teachers. All teachers participate in several professional developments and district-wide PLC sessions throughout the school year at both the District and site level.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Teachers use district adopted curricular materials and engage in standards-based staff development in the content area. District professional development sessions are provided in NGSS, Math Transformation and immersion related topics.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Riverview has two onsite instructional coaches. They provide 21 Century Skill and Math coaching to our staff. They collaborate with all teachers to identify student needs and instructional intervention strategies. The coaches meet individually with teachers, with small teams, and the teaching staff as a whole to provide information about research based strategies.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

All teachers meet 3-4 times a month in grade level teams.

Our PLC time is focused

The goal of all our professional collaboration is to continually improve our instruction as we move all students towards academic mastery. Each student's annual fundamental growth drives our work. Our work is driven by five critical questions:

- What do students need to know and be able to do?
- How will we plan and deliver first instruction that gets students to learn it?
- How will we know they have learned it?
- How will we respond when they haven't?
- What will we do when they already know it?

Our PLC time is spent on teaching and learning

Following the recommendations of the National Staff Development Council, our PLC time is spent:

- Developing lesson plans
- Examining student work
- Monitoring student progress through achievement data
- Assessing the effectiveness of our instruction
- Identifying needs for professional learning

Our PLC collaboration is skillful

To stay focused and make the best use of our time, we employ effective meeting strategies such as establishing shared norms, starting and ending meetings on time, using agendas and taking notes, assigning roles during meetings, learning about group processes, and periodically reflecting on how well we are operating as a team and accomplishing our goals.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Teachers follow the designated grade-level Common Core Standards and use district adopted curriculum. Classroom instruction is aligned to state standards and ACTFL standards. Teacher use grade level content and performance standards to plan lessons and analyze student progress.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Class schedule includes block of time for reading, language arts in target language and English, math and PE. Instruction Instruction is provided in science (NGSS), social studies and additional 3rd language and student leadership opportunities are scheduled in as well. Teachers cycle subject areas such as social studies and science (NGSS), and teach integrated units that address multiple subject areas to maximize use of instructional time.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

To ensure that all students receive the complete standards-based curriculum, teachers meet regularly to build yearly pacing schedules for all curriculum areas. Teachers meet by grade level sin August and throughout the school year to design, then refine their pacing/teaching guides with their grade-level teams. Intervention supports are integrated throughout the day and are provided in both a pull-out and push-in model.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

There are sufficient standards based text in English/Spanish and other subject areas for each grade level. All students have access to these materials. The only area that we are currently lack of resource is standard based Mandarin instructional materials in both science NGSS and social studies.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Teacher use SBE-adopted and standards-aligned instructional materials in ELA, Spanish, Math, Social Studies and Science.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

The basic instructional program provides support to all students. Instruction is differentiated and our guided reading and writing block address a broad range of student needs. Teacher uses Learning Head Quarter tools to foster student writing, and also pull small conference groups to support learning. Teachers are mindful of instructional minutes and balance teacher talk with student talk. Teacher provide instruction in target language, guided practice, and opportunities for independent practice so students can build mastery of concepts. Teachers asses students on a regular basis and use information gained to tailor instruction to students needs.

Evidence-based educational practices to raise student achievement

From classroom teachers, student receive individualized instruction, enhanced instruction time, and scaffold lessons to increase learning success. Teachers use research-based practices when teaching guided reading, writing, and math in target language. Specialized Academic Instructors support the learning of student sin Special Education by using specific support strategies which enable students to meet their IEP goals and objectives in both push-in and pull-out models.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Parents and families receive information and resources through Parent-Teacher Conferences, SST and IEP meetings. Back to School Night and Open House encourage parent participation, help staff receive input and enable the staff to communicate with parents face-to-face. Teacher, Principal and school weekly newsletter keep family informed. Free and Reduced price meals help students receive balanced nutrition. Our Specialized Academic Instructor and Speech Pathologist provide a range of services for student students in Special Education. In addition, our SPED team and counselor work towards meeting student needs (both students in SPED and Gen. Ed) in a push-in and pull-out model. The Psychologist provides testing and student/family supports. Other support services include: Speech Therapy, and Occupational Therapy. These services are provided to students as designated in students' IEP or 504 plan. Small group counseling is available for identified students.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

School Site Council (SSC) is composed of parents and staff who meet regularly to follow the state and federal guidelines for funding sources. Beginning in September, parents are encouraged to join the nomination and voting process to become members of this team. A goal is to have the makeup of the SSC represent the demographics of our student population in order to have a full representation and voice from all groups. The Council meets monthly to discuss the planning implementation and evaluation of school programs. The school has representatives to DAC (District Advisory Council), DELAC (District English Language Advisory Council). The school also has one representative for the Teacher Advisory Council. These representatives share information between the school and the district councils.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Riverview does not qualify for Title 1 funding.

Fiscal support (EPC)

Fiscal support is provided through Local Controlled Funding Formula (LCFF) and Unrestricted Lottery. These funds while essential and supportive, are not adequate to provide a program that meets the need of each and every student. Funding is supplemented by PTSA.

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

The School Site Council (SSC) was established through an election process in early September and is comprised of parents, teachers, the principal and other staff. The SSC meets monthly to review data, learn about enrichment opportunities, intervention supports and review the SPSA and safety plans to ensure alignment and effective implementation with the Local Control and Accountability Plan and other federal, state, and local programs. Parents, staff and the principal attend meetings and fully participate in the development and oversight process.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

Riverview does not qualify to receive Title I funding. While we have a lower percentage of students who are identified as living in poverty, we continue to have a substantial number of students who need additional support to meet grade-level standards. Without any additional funds, it's very challenging to meet the intervention need of these students at our school. We also continue to have a number of students with behavior and academic needs. Adequately serving and support those students and their classroom teachers is an ongoing challenge.

Additionally, lack of funding to provide adequate teacher collaboration time (vertical and horizontal), budget to create a more comprehensive intervention plan, budget for teacher training and professional development.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	16-17	17-18	18-19	16-17	17-18	18-19
American Indian	0.3%	0.49%	0.66%	2	3	4
African American	1.7%	1.63%	1.81%	11	10	11
Asian	3.3%	3.90%	3.45%	21	24	21
Filipino	0.3%	0.49%	0.82%	2	3	5
Hispanic/Latino	30.1%	27.15%	28.45%	192	167	173
Pacific Islander	0.3%	0.81%	0.99%	2	5	6
White	59.3%	61.14%	60.36%	378	376	367
Multiple/No Response	%	%	%			
Total Enrollment				637	615	608

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	16-17	17-18	18-19
Grade 2	174	163	164
Grade 3	156	163	157
Grade 4	165	136	156
Grade 5	142	153	131
Total Enrollment	637	615	608

Conclusions based on this data:

1. The two primary subgroup of students at Riverview are Hispanic/Latino and White.
2. Our overall 2-5 Grade enrollment is declining.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	16-17	17-18	18-19	16-17	17-18	18-19
English Learners	6	5	10	0.9%	0.8%	1.6%
Fluent English Proficient (FEP)	24	25	26	3.8%	4.1%	4.3%
Reclassified Fluent English Proficient	8	1	2	72.7%	16.7%	40.0%

Conclusions based on this data:

1. Although there's a growth in English Learners at Riverview. The total number of English Learners is less than 2% of the student population.
2. The number of Fluent English Proficient has remained fairly consistent over time.
3. Riverview experienced significantly drop in the Reclassified Fluent English Proficient learners since 2017-18.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	150	160	156	147	157	155	147	157	155	98	98.1	99.4
Grade 4	161	135	151	159	131	147	159	131	147	98.8	97	97.4
Grade 5	141	151	131	138	149	127	138	149	127	97.9	98.7	96.9
All	452	446	438	444	437	429	444	437	429	98.2	98	97.9

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2454.	2465.	2464.	36.05	35.67	38.06	28.57	30.57	30.97	19.73	26.75	18.71	15.65	7.01	12.26
Grade 4	2497.	2500.	2491.	33.33	36.64	35.37	32.70	22.90	24.49	18.24	25.95	21.09	15.72	14.50	19.05
Grade 5	2515.	2531.	2532.	21.01	23.49	29.92	34.06	46.98	37.80	26.09	16.11	16.54	18.84	13.42	15.75
All Grades	N/A	N/A	N/A	30.41	31.81	34.73	31.76	33.87	30.77	21.17	22.88	18.88	16.67	11.44	15.62

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	29.25	35.03	40.00	48.98	54.78	46.45	21.77	10.19	13.55
Grade 4	29.56	35.11	32.65	57.86	49.62	48.98	12.58	15.27	18.37
Grade 5	27.54	34.90	37.01	55.07	51.68	46.46	17.39	13.42	16.54
All Grades	28.83	35.01	36.60	54.05	52.17	47.32	17.12	12.81	16.08

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	31.97	32.48	34.19	51.02	54.78	50.32	17.01	12.74	15.48
Grade 4	27.04	30.53	25.17	56.60	51.15	54.42	16.35	18.32	20.41
Grade 5	28.26	27.52	27.56	52.17	55.03	55.91	19.57	17.45	16.54
All Grades	29.05	30.21	29.14	53.38	53.78	53.38	17.57	16.02	17.48

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	34.69	28.66	26.45	57.14	67.52	67.10	8.16	3.82	6.45
Grade 4	25.16	29.01	23.13	63.52	64.89	63.27	11.32	6.11	13.61
Grade 5	21.01	20.81	30.71	70.29	68.46	62.99	8.70	10.74	6.30
All Grades	27.03	26.09	26.57	63.51	67.05	64.57	9.46	6.86	8.86

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	35.37	36.94	31.61	48.98	53.50	55.48	15.65	9.55	12.90
Grade 4	37.74	37.40	31.97	49.69	45.80	54.42	12.58	16.79	13.61
Grade 5	31.88	40.27	31.50	47.10	44.30	51.18	21.01	15.44	17.32
All Grades	35.14	38.22	31.70	48.65	48.05	53.85	16.22	13.73	14.45

Conclusions based on this data:

1. There is a slight decreased in % of students who met or exceeded the standard in overall ELA performance from last year (17-18)
2. English reading and writing need the most support and are top priorities for RIA through grade level goal setting around communication.
3. Overall percentage of students scoring 'above standard' in the reading claim increased over the previous 2 years.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	150	160	156	148	157	155	148	157	155	98.7	98.1	99.4
Grade 4	161	135	151	159	131	146	159	131	146	98.8	97	96.7
Grade 5	141	151	131	137	149	128	137	149	128	97.2	98.7	97.7
All	452	446	438	444	437	429	444	437	429	98.2	98	97.9

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2475.	2479.	2504.	36.49	44.59	56.77	35.14	29.30	23.23	16.22	19.75	16.77	12.16	6.37	3.23
Grade 4	2515.	2521.	2508.	27.04	34.35	34.93	42.14	34.35	26.03	28.30	26.72	33.56	2.52	4.58	5.48
Grade 5	2527.	2537.	2558.	25.55	30.87	39.84	24.82	24.16	28.13	34.31	30.20	22.66	15.33	14.77	9.38
All Grades	N/A	N/A	N/A	29.73	36.84	44.29	34.46	29.06	25.64	26.13	25.40	24.24	9.68	8.70	5.83

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	52.03	59.24	70.32	33.78	28.66	21.94	14.19	12.10	7.74
Grade 4	46.54	49.62	43.15	37.74	35.88	34.93	15.72	14.50	21.92
Grade 5	37.96	42.18	53.91	39.42	36.05	26.56	22.63	21.77	19.53
All Grades	45.72	50.57	56.18	36.94	33.33	27.74	17.34	16.09	16.08

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	50.00	41.40	58.71	37.84	49.04	34.19	12.16	9.55	7.10
Grade 4	35.85	40.46	39.73	55.97	51.91	48.63	8.18	7.63	11.64
Grade 5	29.93	30.87	35.94	49.64	51.68	50.78	20.44	17.45	13.28
All Grades	38.74	37.53	45.45	47.97	50.80	44.06	13.29	11.67	10.49

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	47.30	49.68	58.71	39.19	44.59	35.48	13.51	5.73	5.81
Grade 4	38.36	44.27	36.30	52.20	41.22	50.00	9.43	14.50	13.70
Grade 5	21.17	28.57	33.59	54.74	54.42	52.34	24.09	17.01	14.06
All Grades	36.04	40.92	43.59	48.65	46.90	45.45	15.32	12.18	10.96

Conclusions based on this data:

1. Grade 3 shows great growth in overall Math performance.
2. All three claim areas decreased in numbers of students scoring below standard in Grade 3 & Grade 5.
3. The number of students who met or exceeded standards in their overall math scores increased this year from 65.9% last year to 69.83%

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade 2	*	*	*	*	*	*	*	7
Grade 3	*	*	*	*	*	*	*	*
Grade 4		*		*		*		*
All Grades							*	10

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
2	*	*	*	*		*		*	*	*
3		*	*	*	*	*		*	*	*
All Grades	*	*	*	*	*	*		*	*	*

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
3	*	*	*	*		*	*	*	*	*
All Grades	*	*	*	*		*	*	*	*	*

Listening Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
3	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*

Speaking Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
All Grades	*	*	*	*		*	*	*	*

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades	*	*	*	*	*	*	*	*

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades	*	*	*	*		*	*	*

Conclusions based on this data:

1.

School and Student Performance Data

Student Population

This section provides information about the school's student population.

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
608	24.3	1.6	0.5
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	10	1.6
Foster Youth	3	0.5
Socioeconomically Disadvantaged	148	24.3
Students with Disabilities	44	7.2





Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	11	1.8
American Indian	4	0.7
Asian	21	3.5
Filipino	5	0.8
Hispanic	173	28.5
Two or More Races	21	3.5
Pacific Islander	6	1.0
White	367	60.4

Conclusions based on this data:

1. Our total enrollment remains fairly constant at about 620+ students.
2. About 1/5 of our students are socioeconomically disadvantaged.
3. Our largest subgroup of students is White students at 61%, followed by Hispanic students 27%.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students		
Academic Performance	Academic Engagement	Conditions & Climate
<div>English Language Arts</div> <div></div> <div>Green</div>	<div>Chronic Absenteeism</div> <div></div> <div>Blue</div>	<div>Suspension Rate</div> <div></div> <div>Yellow</div>
<div>Mathematics</div> <div></div> <div>Blue</div>		

Conclusions based on this data:

1. We are in the green zone in all academic areas demonstrating that we are maintaining the gains we have made.
2. We are in the blue zone in chronic absenteeism. We have worked very hard to intervene in the case of chronic truancy and have made a very good gains this year.
3. Our suspension data is currently in the green zone demonstrating that we are maintaining the gains we have made.

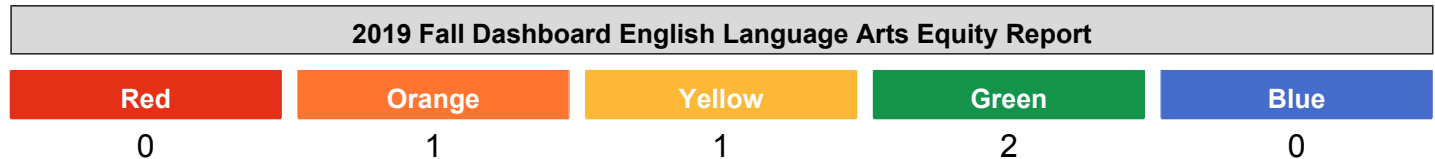
School and Student Performance Data

Academic Performance English Language Arts





The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	English Learners	Foster Youth
 Green 27.4 points above standard Declined -3.1 points 428	 No Performance Color 37.7 points above standard Maintained -2.9 points 15	
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
	 Green 3.8 points above standard Increased ++5.2 points 105	 Orange 39.2 points below standard Declined -11.7 points 34

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	Asian  No Performance Color 79.9 points above standard Increased ++6.4 points 14	Filipino  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3
Hispanic  Yellow 0.5 points below standard Maintained -2.4 points 114	Two or More Races  No Performance Color 34.4 points above standard Declined -8.8 points 18	Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	White  Green 37.2 points above standard Maintained -2.1 points 266

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner Less than 11 Students - Data Not Displayed for Privacy 2	Reclassified English Learners 49.5 points above standard Declined -5 points 13	English Only 27.6 points above standard Maintained -2.5 points 408
---	--	--

Conclusions based on this data:

1. There is a 10.2 pt. increase ELA Performance for All Students/Student Group.
2. Our student with disability experienced a decline of 5.1 pts in ELA Performance.
3. Our Socioeconomically Disadvantaged students is in the Green Zone. They experienced a growth in the overall ELA performance.

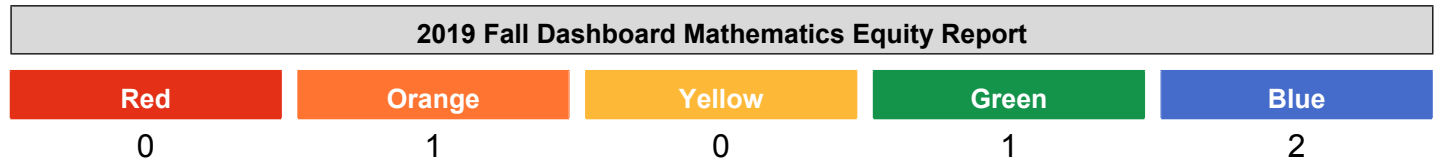
School and Student Performance Data

Academic Performance Mathematics





The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students <div style="text-align: center;">  Blue 42 points above standard Increased ++12 points 428 </div>	English Learners <div style="text-align: center;">  No Performance Color 54.6 points above standard Maintained -0.3 points 15 </div>	Foster Youth
Homeless	Socioeconomically Disadvantaged <div style="text-align: center;">  Blue 24.4 points above standard Increased Significantly ++17.2 points 106 </div>	Students with Disabilities <div style="text-align: center;">  Orange 33.1 points below standard Declined -13.6 points 35 </div>

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	Asian  No Performance Color 109.8 points above standard Increased Significantly ++30.8 points 14	Filipino  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3
Hispanic  Green 15.3 points above standard Increased ++10.6 points 115	Two or More Races  No Performance Color 47 points above standard Declined -10.6 points 18	Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	White  Blue 49.7 points above standard Increased ++12.3 points 265

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner Less than 11 Students - Data Not Displayed for Privacy 2	Reclassified English Learners 65.5 points above standard Increased ++3.8 points 13	English Only 41.3 points above standard Increased ++11.6 points 408
---	--	---

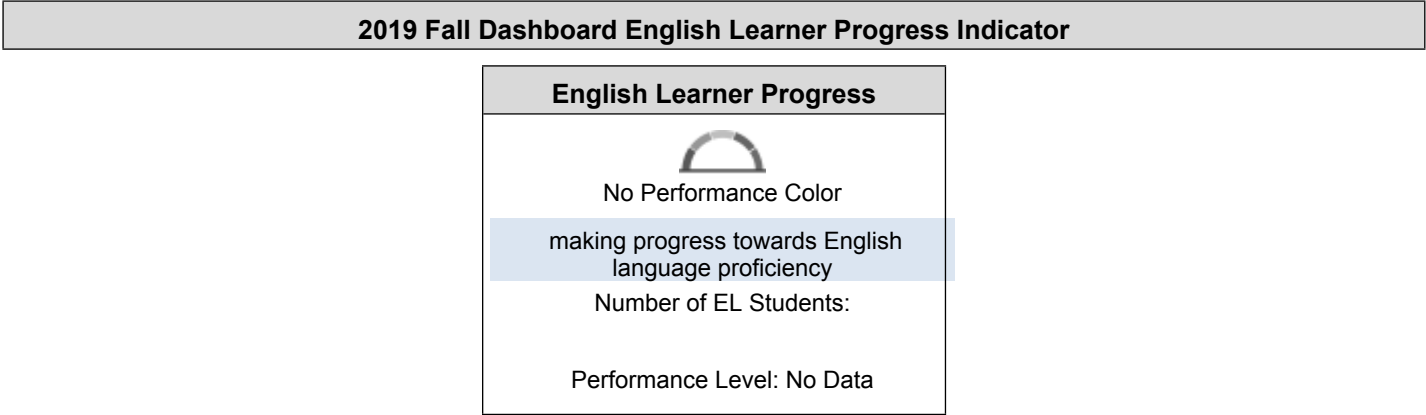
Conclusions based on this data:

- Overall, our students continue to score above standards.
- Two of our largest sub groups of students Socioeconomically Disadvantaged and Students with Disabilities all experienced a good solid growth in Math.

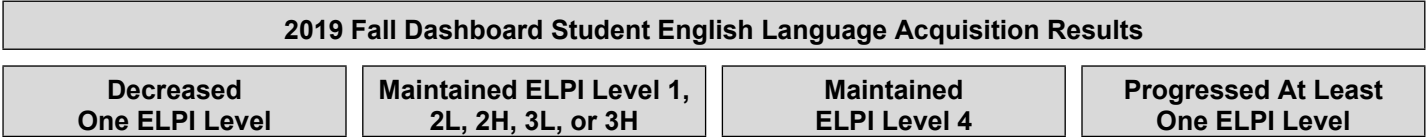
School and Student Performance Data

Academic Performance English Learner Progress

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.



Conclusions based on this data:

- 1.

School and Student Performance Data

Academic Performance College/Career

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2019 Fall Dashboard College/Career for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard College/Career by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2019 Fall Dashboard College/Career 3-Year Performance		
Class of 2017	Class of 2018	Class of 2019
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

Conclusions based on this data:

1.

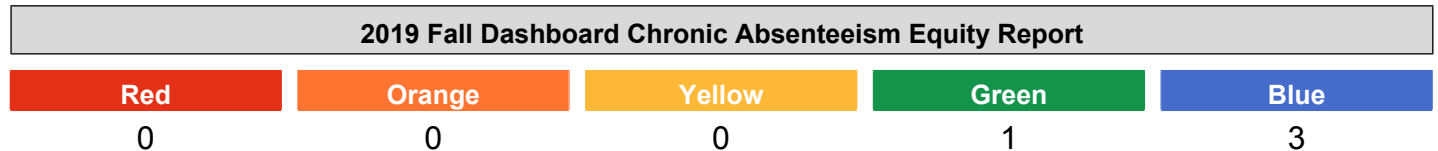
School and Student Performance Data

Academic Engagement Chronic Absenteeism







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<div><div>All Students</div><div></div><div>Blue</div><div>1.6</div><div>Declined -0.5</div><div>609</div></div>	<div><div>English Learners</div><div></div><div>No Performance Color</div><div>Less than 11 Students - Data Not Displayed for Privacy</div><div>10</div></div>	<div><div>Foster Youth</div><div></div><div>No Performance Color</div><div>Less than 11 Students - Data Not Displayed for Privacy</div><div>3</div></div>
<div><div>Homeless</div><div></div><div>No Performance Color</div><div>Less than 11 Students - Data Not Displayed for Privacy</div><div>0</div></div>	<div><div>Socioeconomically Disadvantaged</div><div></div><div>Green</div><div>2.6</div><div>Declined -1.9</div><div>153</div></div>	<div><div>Students with Disabilities</div><div></div><div>Blue</div><div>0</div><div>Declined -1.9</div><div>47</div></div>

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American  No Performance Color <div style="background-color: #d9e1f2; text-align: center; padding: 2px;">0</div> 11	American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	Asian  No Performance Color <div style="background-color: #d9e1f2; text-align: center; padding: 2px;">0</div> Maintained 0 21	Filipino  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5
Hispanic  Blue <div style="background-color: #d9e1f2; text-align: center; padding: 2px;">0.6</div> Declined -1.8 173	Two or More Races  No Performance Color <div style="background-color: #d9e1f2; text-align: center; padding: 2px;">0</div> Maintained 0 21	Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	White  Blue <div style="background-color: #d9e1f2; text-align: center; padding: 2px;">2.5</div> Maintained +0.3 367

Conclusions based on this data:

1. We experienced decline in overall Chronic Absenteeism.
2. We need to continue to monitor students on a monthly basis and persist in calling parents in for SART meetings.

School and Student Performance Data

Academic Engagement Graduation Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Graduation Rate Equity Report

Red

Orange

Yellow

Green

Blue

This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate for All Students/Student Group

All Students

English Learners

Foster Youth

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

2019 Fall Dashboard Graduation Rate by Race/Ethnicity

African American

American Indian

Asian

Filipino

Hispanic

Two or More Races

Pacific Islander

White

This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate by Year

2018

2019

Conclusions based on this data:

1.

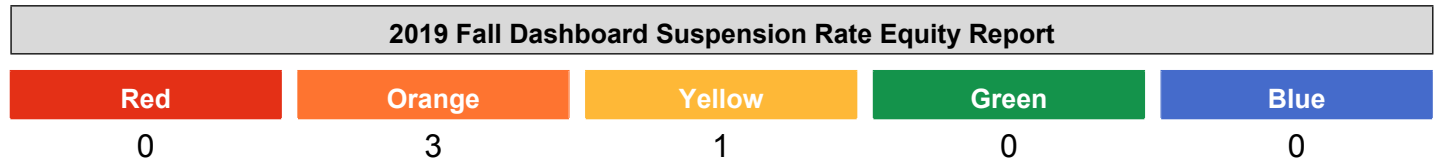
School and Student Performance Data

Conditions & Climate Suspension Rate






The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  Yellow 0.8 Increased +0.3 611	English Learners  No Performance Color Less than 11 Students - Data Not 10	Foster Youth  No Performance Color Less than 11 Students - Data Not 3
Homeless	Socioeconomically Disadvantaged  Orange 1.3 Increased +1.3 153	Students with Disabilities  Orange 2.1 Increased +2.1 47

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American  No Performance Color 0 11	American Indian  No Performance Color Less than 11 Students - Data 5	Asian  No Performance Color 0 Maintained 0 21	Filipino  No Performance Color Less than 11 Students - Data 5
Hispanic  Yellow 0.6 Increased +0.6 174	Two or More Races  No Performance Color 0 Maintained 0 22	Pacific Islander  No Performance Color Less than 11 Students - Data 6	White  Orange 1.1 Increased +0.3 367

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	0.5	0.8

Conclusions based on this data:

1. We have very small numbers of students who are suspended form school. However, depending on unsafe student behaviors, students are occasionally suspended.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Goal 1: Academic Achievement: All students will make academic growth in order to reach mastery of grade level standards, individual goals, and development of the LUSD Student Profile competencies. Schools will set annual goals to improve student outcomes and close achievement gaps.

Goal 1

By May, 2020, 87% of students taking the SBAC will score near, at or above standard in the Writing claim.

Identified Need

Continue the need for high-quality classroom instruction and curriculum supplement is the first step in ensuring student success. Teachers need opportunities for collaboration in order to plan, pace and strategize on how to best serve all of their students to ensure a high academic achievement. In addition, students who fall behind will need extra support to help keep them engaged and successful in school. We will need to constantly monitor intervention programs and results from data to determine their effectiveness and respond accordingly.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
STAR 360 Reading Assessment	2018-2019 STAR 360 Reading Assessment	2019-2020 STAR 360 Reading Assessment - Increase in students performing at or above grade level
Smarter Balanced Assessment (SBAC) in English Language Arts	2018-2019 Smarter Balanced Assessment (SBAC) in English Language Arts	2019-2020 Smarter Balanced Assessment (SBAC) in English Language Arts
Scholastic Reading Inventory (SRI)	2018-2019 Scholastic Reading Inventory (SRI)	2019-2020 Scholastic Reading Inventory (SRI)

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Reading-Writing Connection through NGSS Lessons. Students who are exposed to Science-based informational Texts are very likely to transfer these rich experiences to their own writing. In order for writing in science to impact student learning, it must be more than just recording notes and/or data collected. Information must be personalized in some way. Students must be expected to include reflections, questions, predictions, claims linked to evidence and/or conclusions when they write.

By making these personal connections, students begin to challenge prior misconceptions they may still harbor and start to develop a conceptual understanding of the scientific phenomena they are exploring in their studies.

Grade 2: 60 mins per week

Grade 3: Monthly rotating science theme

Grade 4: 120 mins per week

Grade 5: 75 mins per week

Strategies:

Journaling - A Science Notebook is a record of student inquiry learning experiences over a period of time. The notebook can be used exclusively for inquiry investigations or it can be used to include reflections from reading or class discussions. It is more than a collection of observations, data collected, facts learned and procedures conducted. The notebook also documents student reflections, questions, predictions, and conclusions.

Quick Write - Quick Writing asks students to independently record everything they can think of in 3-5 minutes. The prompt students are given can be open-ended or specific, depending on the teacher's purpose. This strategy can be used before, during or after learning.

Essay Writing - An essay is a non-fiction piece of writing, usually written from an author's point of view. It includes writing that uses thesis statements and support for them. Essays conform to all rules of grammar and punctuation.

Research Report - A research report is an informational text produced to summarize a body of scientific work. The report must be based on documented, credible sources and should follow appropriate formats

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

1500

Unrestricted Lottery
0000: Unrestricted
NGSS Curriculum Supplement

1200

Unrestricted Lottery
1000-1999: Certificated Personnel Salaries
Teacher Release Days

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Reading-Writing Connection through Social-Science Lessons. The reading-writing connection is a strong one. Suitable Social-Science reading material, when used creatively, can enhance the writing curriculum. Students who are exposed to social-science based informational text are very likely to transfer these rich experiences to their own writing.

Grade 2: 60 mins per week

Grade 3: Average two lessons a week

Grade 4: 120 mins per week

Grade 5: 75 mins per week

Strategies:

Quick Write - Quick Writing asks students to independently record everything they can think of in 3-5 minutes. The prompt students are given can be open-ended or specific, depending on the teacher's purpose. This strategy can be used before, during or after learning. It should not be a high risk, "graded" activity. Quick Write provides the teacher with information about students' prior knowledge about a subject. Also helps students self-assess their own pool of information, as well as monitor their own understanding.

Jig-Saw -

Reading Response Journal - Journals help students think about and reflect on what they read. They assist students in discovering what they know, in asking questions, in confidently sharing their observations and opinions, and in clarifying their understanding. Journal entries provide the teacher with an opportunity to assess students' comprehension and critical-thinking abilities.

Summarizing - Requiring students to restate the main idea(s) in "their own language" builds understanding and surfaces misunderstandings and misconceptions. It also helps students make their own connections, and raise questions about the reading or learning experience.

Essay Writing - Essay writing provides opportunities for students to develop their ideas about a topic, express a point of view, or persuade the reader to accept their thesis. To write an essay, a student must use skills of analysis, synthesis, summary, and evaluation.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

1250

Unrestricted Lottery
0000: Unrestricted
Curriculum Supplement

7537.5

LCFF Base
1000-1999: Certificated Personnel Salaries

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Reading-Writing Connection through Math Lessons. Learning mathematics is much more complex than memorizing sets of facts and examples. Students must be given the opportunity to process their ideas before, during, and after new learning takes place. This can be done orally, mentally, or in writing. Teachers at Riverview use a number of writing strategies that students can use to surface their currently-held ideas and then process them in relation to new mathematical information.

Grade 2: 5 days per week for 60 mins

Grade 3: 5 days per week for 60 mins

Grade 4: 5 days per week for 60 mins

Grade 5: 5 days per week for 45 mins

Strategies:

Response Journaling - Students write comments and questions about what they have read (or solve a problem alone) before engaging in small-group discussions. Following a whole-group discussion, the teacher may assign a related writing assignment

Quick Write - Quick writing asks students to independently record everything that they can think of in 3-5 minutes. The prompt students are given can be open-ended or specific, depending on the teacher's purpose. This strategy can be used before, during, or after learning.

Write Your Own Problem - Students write their own word problems based on the mathematics they are studying. Students choose a situation from their own experiences and write a problem for peers to solve. The problem must have complete information and clear, specific instructions.

Math Word Wall - Math Word walls are an organized collection of words displayed in large letters on a wall. It helps students remember words because of the frequency of interaction with the words and their meaning.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

1250

Unrestricted Lottery

	0000: Unrestricted Curriculum Supplement
300	Unrestricted Lottery 1000-1999: Certificated Personnel Salaries Librarian Extra hours

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Writing Block Time. The Writing Block includes a mini-lesson that provides children with a model of what writers do. During the block, students engage in various writing activities from starting a new piece, finishing a piece, revising, editing, or illustrating. Another component includes conferences that lead to a final published piece.

Grade 2: average about 90 mins per week

Grade 3: average about 5 days per week for 30 mins

Grade 4: average about 120 mins per week

Grade 5: average about 90 mins per week

Strategies:

Emphasize Constructive response criteria.

Use evidence to support answers.

Explicit instruction and for writing strategies across content areas (math, reading, science, social studies)

Hold students accountable to meet grade-level expectations using Learning Headquarters' Scoring Snapshot rubrics. (In Spanish)

On-demand assessments each trimester

Take away graphic organizer tools in phases as the year goes on.

Use Learning Headquarters Common Core Rubric System

Grade Level CCSS aligned essay organizer from LHQ

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

1200	Unrestricted Lottery None Specified Teacher Release Days
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Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students need Tier 2 Instructional Support

Strategy/Activity

Tier 2 Intervention Support. Tier 2 interventions are the additional programs and strategies provided to students who require supports in addition to universal supports. The purpose of tier 2 interventions is to reduce the risk of academic concerns.

Grade 2: Utilizing Read Naturally passages (1 day per week for 20 mins; provided by classroom teachers)

Grade 3: Writing as the main focus. Focusing on the main idea and key details including vocabulary, grammar, powerful sentences; in addition to using the depth and complexity icons. The teacher hope that with the focus on writing it would also help with reading. (3 days per week 45 mins; provided by Intervention Specialist, Cookie Davis)

Grade 4: ELA Reading & Writing focus group (60 mins per week; provided by Intervention Specialist, Cookie Davis)

Grade 5: Classroom teachers will be providing additional instruction for our students that could benefit from further academic support. The support groups will focus on the areas of English Language Arts and Mathematics. (2 days per week for 90 mins; provided by classroom teachers)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

3600	LCFF Base None Specified 2nd Grade Intervention (24 weeks; once a week @ \$150/day)
10000	LCFF Base None Specified Grade 3-5 ELA Intervention (Cookie Davis) 1/3
5866	Unrestricted Lottery 4000-4999: Books And Supplies Office & Classroom Supplies (1/3)

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Academic Achievement: All students will make academic growth in order to reach mastery of grade level standards, individual goals, and development of the LUSD Student Profile competencies. Schools will set annual goals to improve student outcomes and close achievement gaps.

Goal 2

By May, 2020, 80% of students taking the SBAC will score at or above standard on the overall mathematics portion of the exam.

Identified Need

Continue the need for high-quality classroom instruction and curriculum supplement is the first step in ensuring student success. Teachers need opportunities for collaboration in order to plan, pace and strategize on how to best serve all of their students to ensure a high academic achievement. In addition, students who fall behind will need extra support to help keep them engaged and successful in school. We will need to constantly monitor intervention programs and results from data to determine their effectiveness and respond accordingly.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Smarter Balanced Assessment (SBAC) in Math	2018-19 Smarter Balanced Assessment (SBAC) in Math	2019-20 Smarter Balanced Assessment (SBAC) in Math
Everyday Math Trimester Unit Assessment	2018-19 Everyday Math Trimester Unit Assessment	2019-20 Everyday Math Trimester Unit Assessment

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Math Block:

Grade 2: 5 days per week for 60 mins

Grade 3: 5 days per week for 60 mins

Grade 4: 5 days per week for 60 mins

Grade 5: 5 days per week for 45 mins

Strategies:

Depth and Complexity Icon Frame - designed using the icons of Depth and Complexity to aid our students in thinking deeply about problem-solving. The frame could include prompts to help students: identify keywords, define the problem, apply mathematical rules, and use mathematical vocabulary.

Word Problem of the Day

Number Talk

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

5866	Unrestricted Lottery 4000-4999: Books And Supplies Office & Classroom Supplies 1/3
500	Unrestricted Lottery 4000-4999: Books And Supplies Curriculum & Resources
7537.7	LCFF Base 1000-1999: Certificated Personnel Salaries Total Teacher Collaborations & Release Time 1/2

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students need Tier 2 Math support

Strategy/Activity

Tier 2 Math small group intervention

Grade 2: In-class differentiation support; provided by the classroom teacher

Grade 3: In-class differentiation support; provided by the classroom teacher

Grade 4: 60 mins per week; provided by our intervention specialist Cookie Davis

Grade 5: In-class differentiation support; provided by the classroom teacher

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

10000

LCFF Base
1000-1999: Certificated Personnel Salaries
Math Intervention Specialist Cookie Davis 1/3

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Social-Emotional Wellbeing: Students will receive classroom and non-classroom support that enables them to thrive socially and emotionally. Schools will set annual goals to improve the social-emotional wellbeing of students.

Goal 3

Increase Students' Socio-Emotional Health

Identified Need

Continue the need for a multi-tiered framework to make our school more effective places. PBIS and school counselor are integral part of the whole system that establishes a social culture and the behavior supports needed to improve social, emotional, behavioral, and academic outcomes for all students.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California Healthy Kids Survey	2018-19 California Healthy Kids Survey Result	Improved 2019-20 California Healthy Kids Survey results
Attendance Records	2018-19 June attendance data	Reduction in number of absences for 2019-20 school year
Office Referrals	Create baseline/collecting data	Create baseline/collecting data

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Counseling services for students (Tier 1, 2 & 3) @ RV 4 days a week

Tier 1: is whole classroom lessons. This year RV is doing bullying prevention lessons.

Tier 2: is a small group and push-in. Small groups run 6-8 weeks. push-in can last longer. Teachers who volunteer for push-in services have a higher number of students with IEPs. Support staff offers push-in to address the academic and social/emotional needs of a group of targeted students (Students with IEPs) as well as the rest of the class. The benefit to the teacher is students receive Tier 2 supports for all students regardless of need.

Tier 3: students in crisis and/or threat assessment, self-harm, violent behavior. Students who have had disciplinary action can also be categorized in Tier 3. The counselor supports teaching students replacement behaviors after disciplinary actions.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

0	Counselor (district funded position)
1300	Unrestricted Lottery 0000: Unrestricted Counseling & Social Emotional Related Materials

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

School-wide positive behavior intervention and supports (SW-PBIS) Targeted Lesson to support positive behavior in order to maximize academic achievement for all students PBIS implementation (First 9 days of school with periodic reminders, then the same 9 days of lessons upon return from Winter and Spring Breaks. Ongoing review and updates throughout the year)

SW-PBIS is a system of tools and strategies for defining, teaching, acknowledging appropriate behavior, and correcting inappropriate behavior. It is a framework for creating customized school systems that support student outcomes and academic success. SW-PBIS is for the whole school, it is preventative, and it changes the paradigm of focus from negative behaviors and exchanges to positive expectations and interactions.

There are four main elements in SW-PBIS:

- (1) Customized practices to support student behavior, such as defining and teaching appropriate behavior
- (2) Systems of support for educators in the school; such as school-wide behavioral expectations, indicators, and coaching
- (3) Data-based decision making, which is the cornerstone of the behavior problem-solving process
- (4) The combination of these to enable school-wide outcomes, which promote social proficiency and academic success

School-wide means that educators support appropriate behavior in the classroom and non-classroom (bathrooms, assemblies, hallways) areas. This support happens along a continuum from Tier 1 for all students and Tier 2 for a small group of students to Tier 3 for individual students. The goal is to create an environment that sets up ALL students for success. An important aspect of SW-PBIS is the understanding that appropriate behavior and social competence is a skill that requires

direct teaching to students just like math and reading. There is no assumption, in SW-PBIS, that students will learn social behavior automatically or pick it up as they go through life. This critical feature in SW-PBIS leads to its effectiveness.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

5866

Unrestricted Lottery
4000-4999: Books And Supplies
Office & Classroom Supplies 1/3

5120

Unrestricted Lottery
2000-2999: Classified Personnel Salaries
Campus Supervision to support SW-PBIS

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

No Place for Hate Program (NPFH): NPFH is a self-directed program helping all of the stakeholders take the lead on improving and maintaining school climate so all students can thrive. To be designated No Place for Hate, a school must complete the following:

- Needs assessment
- Formation of a No Place for Hate committee
- Signing of the Resolution of Respect
- One A World of Difference® Institute anti-bias or bullying prevention training program (optional in some regions)
- Design and implementation of three school-wide anti-bias or bullying prevention activities
- Upon completion of the required program components, schools receive a No Place for Hate banner that can be proudly displayed in the school.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

50

Unrestricted Lottery
0000: Unrestricted
NPFH Registration Fee

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Academic Achievement: All students will make academic growth in order to reach mastery of grade level standards, individual goals, and development of the LUSD Student Profile competencies. Schools will set annual goals to improve student outcomes and close achievement gaps.

The Board continues to support LUSD signature programs that build Student Profile competencies:

Arts and Sciences: Provide opportunities and access for students to excel in the arts and sciences before, during, and after school.

Digital Literacy: Integrate meaningful technology and digital citizenship into instruction to empower students to excel in a technology-driven world.

Multilingualism: Support and maintain multilingual opportunities in our schools.

Goal 4

RV students will receive enrichment opportunities in a 3rd language (Spanish 60 mins/week or Mandarin 90 mins/week). Additionally, students will have access to specific leadership and online learning opportunities including Student Council, student jobs, garden club and community outreach events.

Identified Need

Continue to encourage curiosity and further learning. An well-rounded enrichment program of any kind gives our students the opportunity to try new things and explore recent interests. It gives them a chance to branch out and learn about things they may not have considered before. Additionally, in a traditional classroom, soft skills are not often emphasized. Giving students leadership opportunities and challenges in a relaxed, un-graded, and supportive environment can grow a student's confidence and ability more rapidly and with less stress.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.		

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Riverview Student Council & Student Leadership Roles:

One of the primary focus of our Lakeside district board/school goal this year is to close the achievement gap and student equity. As a public school, we strongly believe all students can and should have access to the most rigorous education at Riverview International Academy. However, besides academic excellence, student leadership opportunities are an integral part of the student experience here at Riverview. Mrs. cox working closely with Ms. Cookie to design leadership and

challenging opportunities through Student Council Team. Here is an overview of all the exciting enrichment projects and leadership opportunities we offer at Riverview:

Each third through fifth grade class will have two representatives who will attend the bi-weekly meetings. One rep will be voted on by classmates based upon a speech done in class and the other will be chosen by the teacher. A pair of fourth or fifth grade reps will be assigned to each second grade class to provide updates from the SC. Student Council will be responsible for disseminating information to students regarding PTSA events, playground reminders, yearbook info, etc. They will also work to improve the school and community by organizing school-wide events, donations, and other activities.

Additionally, fourth and fifth grade students, who are not a part of the Student Council, can apply for student jobs. A list of jobs with their descriptions is attached. There are approximately 185 jobs available, which along with the 22 fourth and fifth graders who will be on SC, totals 207 positions (there are 285 fourth and fifth grade students, so about 72% will be given a position).

There are three new jobs available this year: ambassadors, assembly assistants, and Mustang Magazine editors. The ambassador job has existed in past years, but is being formalized and included here; the assembly assistants will help the Principal when she conducts the monthly PBIS grade level assemblies; and the magazine editors will curate the content for a monthly student showcase magazine that will be emailed to parents. All students in all grades are encouraged to submit their work to the magazine. This could be a research project, video, creative writing, poetry, art, or other suitable media. Much more detailed information regarding this will be forthcoming.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

7970

LCFF Base
1000-1999: Certificated Personnel Salaries
Enrichment Resource Teacher (Cookie Davis)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Mandarin Immersion Students

Strategy/Activity

3rd Language Spanish Foreign Language Experience Program (FLEX Program) for Mandarin Immersion students; provided by a Spanish Credentialed Teacher

Grades 2~5 - 2 days a week for 30 mins

The purpose of the Spanish FLEX program is to introduce students to Spanish Language and culture and to motivate them to pursue further Spanish language study. FLEX classes are usually conducted in Spanish and some English. The fluency in the K-5 Spanish FLEX is not an objective. Riverview offers Spanish FLEX instruction since Kindergarten. The Spanish FLEX serves a useful

purpose by creating enthusiasm for language learning in general. It also helps students build a foundation for Spanish Learning in middle school (LMS or TdS Middle School).

FLEX programs goals:

- Introduce students to languages and cultures
- Develop limited awareness of language relationships

In FLEX programs, students will:

- Learn to say several basic expressions in the target language, such as
- Greetings
- Counting
- Colors and other descriptors
- Foods
- Geographic names (the sophistication of these items being affected by student age)
- Recognize the language when it is seen and heard
- Participate in limited imitative writing in context, depending on the nature of the target language (Spanish alphabetic).
- Experience music and songs from the target culture
- Identify the areas of the world where the language is spoken
- Acquire basic knowledge about the culture
- Hear or read a representative folktale or legend of the culture (can be in English)
- Acquire the above skills and knowledge as a reinforcement of social studies skills and as an expansion of linguistic development.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

7200

LCFF Base
1000-1999: Certificated Personnel Salaries
Spanish Enrichment (24 Weeks/48 days @
\$150/day)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Spanish Immersion Students

Strategy/Activity

3rd Language Mandarin Foreign Language Experience Program (FLEX Program) for Spanish Immersion students; provided by Confucius Institute Teachers.

Grade 2 - 2 days a week for 30 mins

Grades 3~5 - 2 days a week for 45 mins

The purpose of the Mandarin FLEX program is to introduce students to Mandarin Language and culture and to motivate them to pursue further Mandarin language study. FLEX classes are usually

conducted in Mandarin and some English. The fluency in the K-5 Mandarin FLEX is not an objective. Riverview offers Mandarin FLEX instruction since Kindergarten. The Mandarin FLEX serves a useful purpose by creating enthusiasm for language learning in general. It also helps students build a foundation for Mandarin learning in middle school (LMS or TdS Middle School).

FLEX programs goals:

- Introduce students to languages and cultures
- Develop limited awareness of language relationships

In FLEX programs, students will:

- Learn to say several basic expressions in the target language, such as
- Greetings
- Counting
- Colors and other descriptors
- Foods
- Geographic names (the sophistication of these items being affected by student age)
- Recognize the language when it is seen and heard
- Participate in limited imitative writing in context, depending on the nature of the target language (Chinese Characters).
- Experience music and songs from the target culture
- Identify the areas of the world where the language is spoken
- Acquire basic knowledge about the culture
- Hear or read a representative folktale or legend of the culture (can be in English)
- Acquire the above skills and knowledge as a reinforcement of social studies skills and as an expansion of linguistic development.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

6000

LCFF Base
5000-5999: Services And Other Operating
Expenditures
Mandarin Enrichment (CI teachers x 4)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Other Special Program Learning Opportunities

Grade Level Multicultural Learning through International Fair: During this time students research their assigned countries and present their research in class to celebrate the different cultures around the world. The geography of each class' countries, along with their countries' popular cuisine, holidays, festivals, clothing, the system of education, sports, and language are all studied as students use reference books and teacher-selected websites to gain information that could

ultimately be used to create a reports/projects. Students spend lots of time in class using Internet resources and library books to collect information on their assigned countries.

K - North America

1 - Africa

2 - Central America/Caribbean

3 - Asia

4 - Europe

5 - South America

Riverview's Mustang Chorus (25 hrs) - Chorus occurs every Monday and Friday morning from 7:30am-8:05am starting 9/20/19. The Mustang Chorus partakes in various performances throughout the school year. The following are five tentative performances.

Performance #1: The 20th Annual Spirit of Christmas on Maine Street (Dec. 7th-Saturday)

Performance #2: Jog A Thon Assembly @RV (Jan. 31st-Friday)

Performance #3: Run for the Arts @Lindo Lake County Park (Feb. 1st-Saturday)

Performance #4: International Fair @RV (Mar. 28th-Saturday)

Performance #5: 5th Grade Awards Ceremony (Jun. 9th-Tuesday)

Junior Olympics (36 hrs) - Junior Olympics is a wonderful, spirited tradition in the LUSD.

Elementary 4th & 5th graders and middle school students from all LUSD schools gather for a day of fun, food and good-spirited competition.

School Promotion - School brochures; social media; orientation events; community outreach.

RV Sponsored Events - Volunteer Tea; 5th Grade Award; other celebrations

Science Field Day & Science Club (Training 30 hrs & Field Day 16 hrs) - The Science Field Day is held at Lakeside Middle School in the spring each year. Elementary students in grades 4, 5 compete in 15 science-related events on the field day. Each student will participate in two or three events.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

1000	Unrestricted Lottery 0000: Unrestricted Chorus (25 hrs)
1500	Unrestricted Lottery 0000: Unrestricted Junior Olympics (36 hrs)
1000	Unrestricted Lottery

	0000: Unrestricted School Promotion
500	Unrestricted Lottery 0000: Unrestricted RV Sponsored Events
1500	Unrestricted Lottery 0000: Unrestricted Science Field Day & Science Club (Training 30 hrs & Field Day 16 hrs)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Provide Online Learning Opportunities for students. All paid by PTSA.

Lexia Learning \$9,000 (PTSA funded)

Brain Pop \$2550 (PTSA funded)

AR/Star \$3351.5 (PTSA funded)

Raz Kids / Learning A-Z \$5300

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

5300	LCFF Supplemental None Specified Raz Kids / Learning A-Z \$5300
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Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Goal 5

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$0
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$101,913.20

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
------------------	-----------------

Subtotal of additional federal funds included for this school: \$

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
	\$0.00
LCFF Base	\$59,845.20
LCFF Supplemental	\$5,300.00
Unrestricted Lottery	\$36,768.00

Subtotal of state or local funds included for this school: \$101,913.20

Total of federal, state, and/or local funds for this school: \$101,913.20

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
LCFF Base	59,848.19	2.99
LCFF Supplemental	5,747.36	447.36
Unrestricted Lottery	36,795.00	27.00

Expenditures by Funding Source

Funding Source	Amount
	0.00
LCFF Base	59,845.20
LCFF Supplemental	5,300.00
Unrestricted Lottery	36,768.00

Expenditures by Budget Reference

Budget Reference	Amount
0000: Unrestricted	10,850.00
1000-1999: Certificated Personnel Salaries	41,745.20
2000-2999: Classified Personnel Salaries	5,120.00
4000-4999: Books And Supplies	18,098.00
5000-5999: Services And Other Operating Expenditures	6,000.00
None Specified	20,100.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
1000-1999: Certificated Personnel Salaries	LCFF Base	40,245.20

5000-5999: Services And Other Operating Expenditures	LCFF Base	6,000.00
None Specified	LCFF Base	13,600.00
None Specified	LCFF Supplemental	5,300.00
0000: Unrestricted	Unrestricted Lottery	10,850.00
1000-1999: Certificated Personnel Salaries	Unrestricted Lottery	1,500.00
2000-2999: Classified Personnel Salaries	Unrestricted Lottery	5,120.00
4000-4999: Books And Supplies	Unrestricted Lottery	18,098.00
None Specified	Unrestricted Lottery	1,200.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	33,703.50
Goal 2	23,903.70
Goal 3	12,336.00
Goal 4	31,970.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 2 School Principal
- 3 Classroom Teachers
- 2 Other School Staff
- 7 Parent or Community Members

Name of Members	Role
Grace Cox (RV)	Principal
Hee-Jin Peterson (WG)	Principal
Maria Llamas (RV)	Classroom Teacher
Celilia Ochoa (RV)	Classroom Teacher
Jodi Stein (WG)	Classroom Teacher
Jessica Falk-Michelli (RV)	Parent or Community Member
Jerika Soule (RV)	Parent or Community Member
Christina Thoren (RV)	Parent or Community Member
Nicole Mangum (RV)	Parent or Community Member
Melissa Chipp (RV)	Parent or Community Member
Kristin Beattie (WG)	Parent or Community Member
Ai Ybarrondo (WG)	Parent or Community Member
Cheryl Shitabata (WG)	Parent or Community Member
Nickie Corley (RV)	Other School Staff
Marisa Robertson	Other School Staff

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name
-----------	----------------------------------

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 12/02/2019.

Attested:

Grace Cox

Principal, Grace Cox on 12/02/2019

J. F. Michelli

SSC Chairperson, Jessica Falk-Michelli on 12/02/2019

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

[Stakeholder Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Description

Briefly describe the school's plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**asurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the “Goal #” for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school’s identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school’s identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency's budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- **Total Funds Provided to the School Through the Consolidated Application:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
 - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. use methods and instructional strategies that:
 - i. strengthen the academic program in the school,
 - ii. increase the amount and quality of learning time, and
 - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceusesinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceusesinvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Tierra del Sol Middle School	37-68189-6085047		

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

Briefly describe the school’s plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Tierra del Sol Middle School is working diligently to improve student achievement by closely analyzing our academic achievement and social-emotional data, then creating a systemic plan that aligns with our LCAP and board goals. We are also working with all stakeholders to close the achievement gaps we have on campus by analyzing and restructuring systems that may be inequitable for certain students. TdS will share our data and our site plan with our School Site Council. Together we will create a schoolwide plan that ensures every student at Tierra del Sol Middle School will get the best education and middle school experience in San Diego County.

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

2018-2019 CHKS Survey: The CHKS survey provides data to assist schools in: (1) fostering safe and supportive school climates, social-emotional competencies, and engagement in learning; (2) preventing youth health-risk behaviors and other barriers to academic achievement; and (3) promoting positive youth development, resilience, and well-being. According to the data, 60% of our 7th grade students felt connected to school and felt they had caring adult relationships on campus. 74% of our 7th grade students felt they had motivation to do well in their academics, and 77% of our 7th grade students felt they set high expectations for themselves. However, only 30% of students felt they had meaningful participation in their own learning, which coincides with building and/or increasing intrinsic motivation.

Fall 2019 School Counseling Program Survey: Since this is our counselor's first year on campus, Mrs. Macias-Gonzalez wanted to know more about what teachers wanted and expected from a counselor on our site. The results of the survey were the following: Teachers wanted the counselor to have more 1:1 direct, face to face counseling time with students, and for the school counselor to be more visible on campus. Teachers would also like for the counselor to coordinate programs and services like PALS, 504's, SST's, Community Mental Health referrals, and academic supports that can be created and facilitated on campus. Teachers would also like for there to be more restorative practice training and mediation practices available through the counselor. Our counselor will take this information to begin creating and implementing a comprehensive and preventative school counseling program. The survey will be given again in Spring 2020.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

The following classroom observations are completed throughout the year: Non-evaluative classroom observations (at least 2-3 times a week), Evaluative classroom observations (at least 3-4 times per year) Teacher classroom observations used to improve practice (1-2 times a month)

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Our school conducted a needs assessment to identify areas of student need to inform goal setting for increased student achievement. This needs assessment included:

- Analysis of 2018-19 SBAC scores and Achieve data
- Analysis of 2018-19 ELPAC scores
- Analysis of site developed assessments
- Classroom observations of teaching
- Review of required instructional minutes in core academic areas
- Evaluation of the effectiveness of teacher professional development
- Evaluation of teacher collaboration for the purpose of improved instruction
- Student and Teacher Surveys

Major findings from this analysis were:

E/LA: From analyzing CASSP scores, three year trends show the following:

Reading:

There was a huge decrease in the percentage amount of students who scored above standard from 17-18 to 18-19 and a huge increase in students who scored below standard from 17-18 to 18-19. Overall, students decreased in the reading claim. 7th grade had the least decrease; 6th grade had the most.

There needs to be a clear understanding of what standards are being taught, when and how to assess them, and a common understanding of how assessments are being analyzed to ensure teachers know what is being mastered and what standards need more instruction.

Our 18-19 8th grade cohort had a huge increase in reading during 7th grade, then dropped in 8th. This is important to see what the difference is in teaching reading. Our 19-20 8th grade students having been stagnant from 6 to 7th grade, with less than a percentage point of movement in each domain.

Writing:

- Writing is a major focus for instruction in the 2019-2020 school year. Writing has had a consistent and steady decline of above proficient students over the course of the last three years. In the writing standard, more students moved from Above Proficient, and Below Proficient to At or Near Standard.

There was a decrease in students scoring above standard in 6th and 7th grade, but an increase in 8th. There was a decrease in the mount of students who scored below standard from 17-18 to 18-19. This shows more students moved in the at or near standard realm. This means more students are moving out of 1's, but at the same time, more students are moving out of 4's.

Our 18-19 8th grade cohort had a huge increase in writing during 7th grade, then once again a huge drop in 8th. This is important to see what the difference is in teaching writing. Our 19-20 8th grade students had an 8% increase in Above Standard, a 10% gain in at or near (probably near from the percentage drop in below), and a 17% decrease in below standard. Compared to 6t grades, this cohort experienced huge gains in writing during their 7th grade year.

We had to complete a deep analysis of how writing standards differed from 6th-8th, what writing strategies were successful in the 7th grade, and how could we implement that school wide. There also needed to be more time that teachers could work together to develop a comprehensive writing plan and clear alignment from 6th to 8th to ensure student success in high school.

Listening:

There was a 3% increase in 6th grade above standard and an 8% increase in below standard from 16-17 to 18-19, but in looking at our 18-19 grade cohort, there was a 9% increase in students who were below grade level. There was a 5% decrease in the current 8th grade cohort.

Research/Inquiry:

There was a 24% increase in below standard from 7th grade to 8th grade for our 18-19 8th grade cohort. There was increase in the current 8th grade cohort in the above standard domain, but scores also increased in the below standard as well.

Recommendations:

There needed to be a better alignment of grade level expectations, skill analysis, and an increase of rigor from 6th to 8th. We worked with the San Diego County of Education on an improvement project analyzing the effects of Achieve 3000 school wide and we chose 7th grade to work with regarding studying what they are doing in order to replicate their program school wide.

We need to implement some type of rigorous writing program on campus. We also need to increase the amount of writing we do on campus, and teachers need to communicate which writing standards other subjects will be working on.

We need to take a closer look at the research/inquiry skills and add those standards to the cross-curricular work we are doing, so all of the subjects can focus on the research/inquiry skills at the same time.

Math:

We are seeing the same three year trend in Math that we saw in English. More students who are SM (Standard Met) are improving to SE (Standard Exceeded). However, a percentage of students who are in the Nearly Met category are moving to Not Met. We can conclude that we are doing a great job at improving students who are already proficient, but we are struggling with improving the scores of students who are nearly proficient, thus creating a gap right in the middle of our population. This is where we have to focus because these students are entering high school, and their success- especially in their first two years- is crucial in them ultimately graduating and earning their diploma. Although there was a huge increase in Above Standard (+9 from 15/16 to 17/18), there was a huge decrease in the percentages of Standard Met from that same time frame (-8%) and in Standard Below (+10 %).

Concepts and Procedures: There was an increase Above Standard from 6th to 8th grade in this particular strand (+4%) and an increase from 6th to 7th grade (+4). Also there was a decrease in the Below Standard category, with 6th to 8th grade decreasing by 4% and 6th to 7th grade decreasing 5%.

Problem Solving and Modeling/ Data Analysis: There was an increase from Above Standard from 6th to 8th grade in this particular strand (+5%) and an increase from 6th to 7th grade (+4). Also there was a decrease in the Below Standard category, with 6th to 8th grade decreasing by 4% and 6th to 7th grade decreasing 8%.

Communicating Reasoning: There was an increase from Above Standard from 6th to 8th grade in this particular strand (+5%) and no decrease or increase from 6th to 7th grade. Also there was no increase or decrease in the Below Standard category and 6th to 7th grade decreasing by 9%.

This year our Math team is spending time understanding what skills in each of these strands look like, not only in Math, but in other subject areas. The cross-curricular work we are focusing on is not just for ELA; it is for Math and Science skills as well. The more students can practice these skills outside of their particular courses, the more they will understand how to transfer those skills in and out of school.

- We continue to work towards preparing our students for the level of rigor on the SBAC assessment. Teachers collaborate on this process, and more collaboration is needed.
- The goal of each meeting is to improve student achievement by focusing on the following 4 areas: 1) What do we want our students to know and be able to do? 2) How will we know when they've achieved this desired outcome? 3) How do we progress the learning for those students who've mastered the skill? 4) How do we provide interventions and supports for those students who hadn't yet mastered the skill? Continual evaluations of our PLC's indicate teachers progressing in their collaboration, thus leading to greater student achievement.

In an effort to increase connection to career and college opportunities in Middle School, we wanted to get feedback from our community to understand what is needed most on our campus. Student, Parent and Teacher surveys showed more students wanted access to STEAM and Engineering opportunities, but could not afford those opportunities outside of school. Our survey showed an increase in student involvement in Project Lead the Way (PLTW) and Robotics electives, which means we had to dedicate a amount of resources to ensure teachers are trained and we could increase classes in our master schedule. Our Low SES and at-risk students especially had an overwhelming interest in PLTW Medical Detective and App Creator electives and identified these hands-on project-based electives as a specific reason for trying harder and excelling at school.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Each month, teachers meet a minimum of four times: Week #1: Staff Meeting Week #2: Subject Level Meeting Week #3: Grade level Meeting Week 4: WIG Meeting (Teachers meet as a staff for 30 minutes, giving examples of how they worked on the particular school wide goal for the month. The goal is for every staff member to share by the end of the year.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

All teachers on campus are fully credentialed. There are two teachers on campus who are currently working on their BTSA requirements. All new Science teachers were NGSS trained, either during the summer, or as a part of professional development during this school year.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Teachers not only use PLC time to complete this area, but subject level teams also get pull-out days (half or full, depending on what they need) to discuss assessment and curriculum data, assess student performance, and align the cross-curricular work with the standards.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

We have our 21st Century Coaches, Math Transformation coach, Math Coach, Grace Dearborn training

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Subject Level meetings allow teachers to discuss articulation between 6-8 grades. We are currently working to set up an articulation meeting with El Capitan's ELA department, to ensure backwards planning is being done grades 6-12.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Science classes are aligned to teaching NGSS standards. Math classes are currently using CPM grades 6-8. English classes are currently working with EL curriculum and teacher-written curriculum grades 6-8.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

All classes are 47 minutes long, 4 days a week. Classes are 27 minutes long on Wednesdays. English and Math tutoring sessions are available 2-3 times a week.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

We have a master schedule that allows for core academic instruction, as well as acceleration and intervention opportunities. Our master schedule also allows for social/emotional intervention opportunities as well.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

TdS offers intervention classes for ELA and Math classes throughout the day.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

We currently have a Student Support Service Coordinator who primarily works with at-risk students and students who are struggling with academics.

Evidence-based educational practices to raise student achievement

Students with Disabilities are mainstreamed in the least-restrictive environment. Formative and summative assessments are given to ensure data leads instruction/

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

TdS offers a half-time Student Support Coordinator to work directly with struggling and at-risk students, we offer family and principal time to discuss student, family, and community needs and issues.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Our SSC look to see how effectively we spent our Title I funds this year, and every school year.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Categorical funds provide After school tutoring and a Student Support Service Coordinator to help with at-risk students.

Fiscal support (EPC)

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

Tierra del Sol Middle School works with our school site council to develop and approve or School Site Plan. We regularly meet to update, edit, and improve the plan throughout the year.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

There was a shortage of academic intervention opportunities during the school day, that matches the same amount of behavior interventions that were offered via electives. Due to the shortage, the master schedule was reconfigured and more academic intervention elective opportunities were offered, including an ELA and Math intervention class.

We also saw the need for more counseling and intervention support for struggling and at-risk (under 2.0 GPA) students on campus. We now have a Student Support Coordinator on campus to work with those students and their parents. Parent support is provided in terms of increasing parental assistance on campus, helping parents check Jupiter Grades, in order to better communicate with teachers, and providing parents and students with strategies to use at home in order to increase academic achievement. Students get one-on-one tutoring when needed, and get individualized attention and support in terms of decreasing the amount of missing assignments they have, increasing opportunities to make up work (Saturday School, after school tutoring, etc.)

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	16-17	17-18	18-19	16-17	17-18	18-19
American Indian	1.7%	1.53%	2.2%	12	11	17
African American	1.9%	2.64%	2.33%	13	19	18
Asian	1.7%	1.39%	1.55%	12	10	12
Filipino	0.7%	0.28%	0.65%	5	2	5
Hispanic/Latino	28.9%	31.85%	32.43%	203	229	251
Pacific Islander	0.1%	0.70%	0.9%	1	5	7
White	62.2%	56.88%	55.94%	437	409	433
Multiple/No Response	%	%	%			
Total Enrollment				703	719	774

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	16-17	17-18	18-19
Grade 6	240	285	285
Grade 7	211	234	263
Grade 8	252	200	226
Total Enrollment	703	719	774

Conclusions based on this data:

1. Our enrollment is increasing and we are growing! 71 students in three years is great! In 2013-2014, our enrollment was 535! It does look like, however, that from cohort to cohort, we are losing students over the years. For example, for our 8th grade students last year, we lost 14 from their 6th grade year to their 8th. For our current 8th grade students, we lost 22 from their 6th to 7th grade year. We are currently at 243 8th graders, which means we lost another 20 students. We need to make sure we are keeping our students from year to year.
2. Our demographics are changing. In the last two years, we have received more than 50 more Hispanic students on campus, we have more Pacific Islander students from three years ago, and more Native American students. However, there has been no conversation about what we are doing to make sure our Hispanic students feel validated, cared for, and/or at home on our campus. We have not taken a good look at our curriculum to make sure it shows the diversity that we have on campus, even if it is just a few students.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	16-17	17-18	18-19	16-17	17-18	18-19
English Learners	51	54	55	7.3%	7.5%	7.1%
Fluent English Proficient (FEP)	59	57	47	8.4%	7.9%	6.1%
Reclassified Fluent English Proficient	4	2	2	9.5%	3.9%	3.7%

Conclusions based on this data:

1. Based on enrollment data only, it looks like there are less students being redesignated over the last three years.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	231	266	271	222	260	265	222	260	265	96.1	97.7	97.8
Grade 7	200	221	257	186	210	242	186	210	242	93	95	94.2
Grade 8	237	188	217	231	172	208	231	172	208	97.5	91.5	95.9
All	668	675	745	639	642	715	639	642	715	95.7	95.1	96

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	2521.	2511.	2505.	11.26	12.31	12.08	36.04	30.38	29.81	31.08	27.31	26.79	21.62	30.00	31.32
Grade 7	2545.	2558.	2548.	16.13	14.76	15.70	33.33	39.05	31.40	27.96	28.57	28.51	22.58	17.62	24.38
Grade 8	2565.	2559.	2547.	14.72	18.02	13.46	34.63	31.40	31.73	29.44	22.09	21.15	21.21	28.49	33.65
All Grades	N/A	N/A	N/A	13.93	14.64	13.71	34.74	33.49	30.91	29.58	26.32	25.73	21.75	25.55	29.65

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	18.92	23.85	21.13	50.45	45.77	43.40	30.63	30.38	35.47
Grade 7	20.97	28.10	23.55	46.24	47.14	46.69	32.80	24.76	29.75
Grade 8	24.68	30.23	22.60	43.72	37.21	40.87	31.60	32.56	36.54
All Grades	21.60	26.95	22.38	46.79	43.93	43.78	31.61	29.13	33.85

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	14.86	15.38	9.43	59.91	47.69	55.09	25.23	36.92	35.47
Grade 7	24.19	27.14	23.14	58.60	51.90	57.02	17.20	20.95	19.83
Grade 8	23.81	22.09	23.56	49.78	44.77	47.60	26.41	33.14	28.85
All Grades	20.81	21.03	18.18	55.87	48.29	53.57	23.32	30.69	28.25

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	14.86	13.85	16.98	70.27	62.69	60.00	14.86	23.46	23.02
Grade 7	12.37	12.38	16.12	67.20	70.48	65.70	20.43	17.14	18.18
Grade 8	19.05	21.51	15.38	63.64	59.88	58.65	17.32	18.60	25.96
All Grades	15.65	15.42	16.22	66.98	64.49	61.54	17.37	20.09	22.24

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	22.52	23.85	23.02	58.56	51.54	49.81	18.92	24.62	27.17
Grade 7	29.57	29.05	26.03	45.70	57.14	47.52	24.73	13.81	26.45
Grade 8	32.03	31.98	21.63	48.48	40.70	40.87	19.48	27.33	37.50
All Grades	28.01	27.73	23.64	51.17	50.47	46.43	20.81	21.81	29.93

Conclusions based on this data:

1. There needs to be a better alignment of grade level expectations, skill analysis, and an increase of rigor from 6th to 8th. We worked with the San Diego County of Education on an improvement project analyzing the effects of Achieve 3000 school wide and we chose 7th grade to work with regarding studying what they are doing in order to replicate their program school wide.
2. We need to implement some type of rigorous writing program on campus. We also need to increase the amount of writing we do on campus, and teachers need to communicate which writing standards other subjects will be working on.
3. We need to take a closer look at the research/inquiry skills and add those standards to the cross-curricular work we are doing, so all of the subjects can focus on the research/inquiry skills at the same time.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	231	266	271	222	260	263	222	260	263	96.1	97.7	97
Grade 7	200	221	257	186	210	243	186	210	243	93	95	94.6
Grade 8	237	188	217	231	172	207	231	172	207	97.5	91.5	95.4
All	668	675	745	639	642	713	639	642	713	95.7	95.1	95.7

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	2493.	2503.	2490.	9.91	14.23	11.79	17.12	18.08	17.49	39.64	30.77	28.14	33.33	36.92	42.59
Grade 7	2511.	2515.	2521.	9.14	11.90	17.70	17.20	17.14	14.40	39.25	37.14	32.10	34.41	33.81	35.80
Grade 8	2523.	2522.	2516.	10.39	18.02	10.14	15.15	13.37	14.49	31.60	22.67	29.95	42.86	45.93	45.41
All Grades	N/A	N/A	N/A	9.86	14.49	13.32	16.43	16.51	15.57	36.62	30.69	30.01	37.09	38.32	41.09

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	13.51	20.77	14.45	36.94	28.46	34.60	49.55	50.77	50.95
Grade 7	13.98	17.14	21.40	41.40	38.10	30.86	44.62	44.76	47.74
Grade 8	12.55	16.28	11.59	38.53	35.47	37.68	48.92	48.26	50.72
All Grades	13.30	18.38	15.99	38.81	33.49	34.22	47.89	48.13	49.79

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	7.21	14.23	15.59	47.75	41.54	44.11	45.05	44.23	40.30
Grade 7	11.29	11.43	18.11	54.84	51.43	47.74	33.87	37.14	34.16
Grade 8	15.15	19.19	15.46	41.56	41.86	44.93	43.29	38.95	39.61
All Grades	11.27	14.64	16.41	47.57	44.86	45.58	41.16	40.50	38.01

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	14.41	15.77	14.07	47.30	41.92	44.11	38.29	42.31	41.83
Grade 7	14.52	14.29	20.16	54.30	56.67	48.56	31.18	29.05	31.28
Grade 8	10.82	19.77	12.56	51.52	43.60	50.24	37.66	36.63	37.20
All Grades	13.15	16.36	15.71	50.86	47.20	47.41	35.99	36.45	36.89

Conclusions based on this data:

1. I believe our math teachers are still working to truly understand the standards that the claims address. They are still at the place where the curriculum is guiding the work, versus the standards guiding the work.
2. Almost 50% of students are below standard in the "Concepts and Procedures" claim. Teachers need to know what parts of CPM align with the Concepts and Procedures claims (and the standards that are under those claims) and decide how they will pay extra attention to those standards on a monthly, weekly, and daily basis.
3. Students are doing better at "Communicating Reasoning" than the other two claims. I believe this has a lot to do with the work we have done with teaching number talks in classes.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade 6	1518.0	1546.9	1518.4	1569.5	1517.2	1523.9	12	17
Grade 7	1547.3	1510.6	1562.5	1508.6	1531.6	1512.1	16	14
Grade 8	1544.1	1556.2	1545.5	1564.9	1542.2	1547.1	22	22
All Grades							50	53

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	*	41.18	*	23.53	*	29.41	*	5.88	12	17
7	*	14.29	*	50.00	*	14.29	*	21.43	16	14
8	54.55	27.27	*	27.27	*	36.36	*	9.09	22	22
All Grades	46.00	28.30	22.00	32.08	*	28.30	*	11.32	50	53

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	*	58.82	*	17.65	*	17.65	*	5.88	12	17
7	*	50.00	*	21.43		7.14	*	21.43	16	14
8	63.64	45.45	*	36.36	*	9.09	*	9.09	22	22
All Grades	58.00	50.94	22.00	26.42	*	11.32	*	11.32	50	53

Listening Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
6	*	35.29	*	52.94	*	11.76	12		17
7	*	21.43	*	50.00	*	28.57	16		14
8	*	13.64	*	63.64	*	22.73	22		22
All Grades	42.00	22.64	46.00	56.60	*	20.75	50		53

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	*	70.59	*	17.65	*	11.76	12	17
7	75.00	64.29	*	21.43	*	14.29	16	14
8	72.73	68.18	*	22.73	*	9.09	22	22
All Grades	72.00	67.92	*	20.75	*	11.32	50	53

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	*	0.00	*	47.06	*	52.94	12	17
7	*	7.14	*	42.86	*	50.00	16	14
8	*	13.64	*	50.00	50.00	36.36	22	22
All Grades	26.00	7.55	*	47.17	60.00	45.28	50	53

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	*	23.53	*	64.71	*	11.76	12	17
7		7.14	87.50	71.43	*	21.43	16	14
8	*	0.00	72.73	95.45	*	4.55	22	22
All Grades	*	9.43	76.00	79.25	*	11.32	50	53

Conclusions based on this data:

1.

School and Student Performance Data

Student Population

This section provides information about the school's student population.

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
774	46.0	7.1	0.5
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	55	7.1
Foster Youth	4	0.5
Socioeconomically Disadvantaged	356	46.0
Students with Disabilities	140	18.1

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	18	2.3
American Indian	17	2.2
Asian	12	1.6
Filipino	5	0.6
Hispanic	251	32.4
Two or More Races	31	4.0
Pacific Islander	7	0.9
White	433	55.9





Conclusions based on this data:

1. Our SPED student group is growing rapidly. We need schoolwide training to support teachers in using evidence-based practices in the general education classroom and in RSP and SDC classes.
2. Our demographics are changing. In the last two years, we have received more than 50 more Hispanic students on campus, we have more Pacific Islander students from three years ago, and more Native American students. However, there has been no conversation about what we are doing to make sure our Hispanic students feel validated, cared for, and/or at home on our campus. We have not taken a good look at our curriculum to make sure it shows the diversity that we have on campus, even if it is just a few students.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Orange	Chronic Absenteeism  Yellow	Suspension Rate  Orange
Mathematics  Orange		

Conclusions based on this data:

1. The suspension rate needs to be addressed with immediate need. An analysis of suspension data for 18-19 shows a huge increase in drug-related offenses from 17-18, which makes me feel like we could be looking at red again next year. We have to have some type of proactive comprehensive plan implemented as soon as possible to address this epidemic.
2. We need an overall transformation of our SPED department. We began last year with our Co-teaching workshop, and this year we have committed to co-teaching in at least one ELA class, and 2020-2021, we will add a Math class. We also need to ensure ALL students on campus will get access to grade level material.
3. Although we are yellow in chronic Absenteeism, every subgroup's percentages has declined from the previous year. This is due to the tremendous effort and work from Officer Ramirez. Still, students with disabilities has the highest percentage of chronic absenteeism, with 15.9%. We are working with Officer Ramirez to analyze the data and figure out the reason for the attendance issues. Even though we do not have enough of a population to have them count towards our overall performance, we also need to look more closely at African-American and American Indian students, who were the only tow groups whose absent rates increased over the academic year.

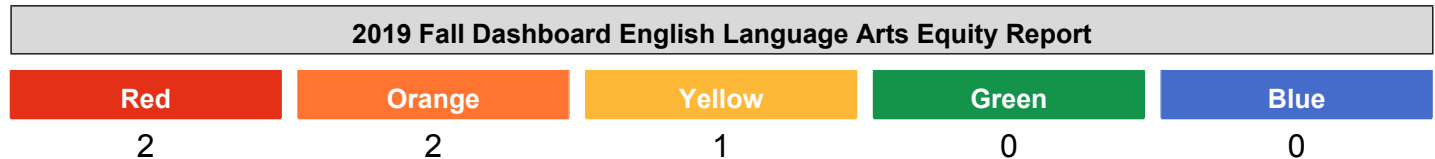
School and Student Performance Data

Academic Performance English Language Arts







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group					
All Students	English Learners	Foster Youth	Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 Orange 13.7 points below standard Declined -9.5 points 697	 Red 79.7 points below standard Declined Significantly -22.7 points 64	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 Orange 44.5 points below standard Declined -14.5 points 318	 Red 89.8 points below standard Declined -13.7 points 126

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American  No Performance Color 18.9 points below standard Increased ++6.8 points 16	American Indian  No Performance Color 99 points below standard 14	Asian  No Performance Color 49 points above standard 12	Filipino  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5
Hispanic  Orange 38.1 points below standard Declined -7.2 points 223	Two or More Races  No Performance Color 2.5 points below standard Declined Significantly -21.4 points 28	Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	White  Yellow 0.4 points below standard Declined -9 points 394

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner 108 points below standard Declined Significantly -16.6 points 39	Reclassified English Learners 35.5 points below standard Declined Significantly -34.7 points 25	English Only 8.1 points below standard Declined -9.7 points 614
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Conclusions based on this data:

1. Our Students w/disability group is in the red, and has declined by 13.7 points this year.
2. Our English Learner groups have declined with current English Learners, reclassified English Learners, and English only Learners.
3. Our Hispanic students are in the orange, and have declined by 7.2 points.

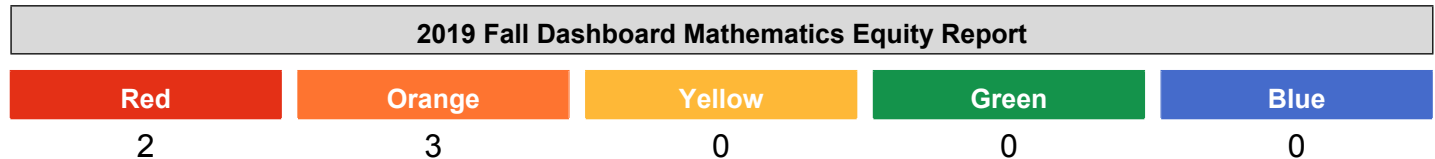
School and Student Performance Data

Academic Performance Mathematics







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Orange 55.4 points below standard Declined -5.1 points 696	English Learners  Red 119.6 points below standard Declined -3.5 points 64	Foster Youth  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
Homeless  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	Socioeconomically Disadvantaged  Orange 88.4 points below standard Declined -8 points 317	Students with Disabilities  Red 137.8 points below standard Declined -4.7 points 125

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 94.2 points below standard Declined Significantly -16.6 points 16	 No Performance Color 130.1 points below standard 14	 No Performance Color 26.7 points above standard 12	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5
Hispanic	Two or More Races	Pacific Islander	White
 Orange 86.7 points below standard Declined -6.8 points 223	 No Performance Color 26.5 points below standard Declined -5.9 points 28	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	 Orange 39.6 points below standard Maintained -2.4 points 393

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
152.3 points below standard Maintained ++0.4 points 39	68.6 points below standard Declined -12 points 25	49.4 points below standard Declined -6.7 points 613

Conclusions based on this data:

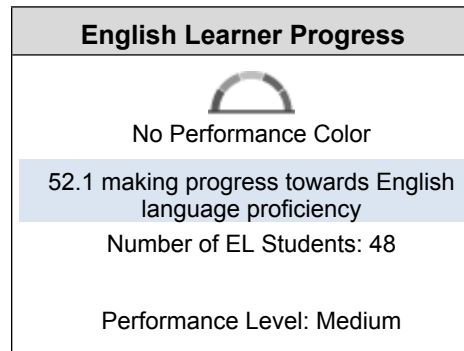
1. We had an increase in every field except students with disabilities. Once again I believe it is due to the lack of grade level standards being addressed in RSP and SDC classes. Teachers need help filling in the gaps and understanding they can not just teach in remediation mode. With that type of model, students will not get access to grade level standards and the gap will continue growing. Our teachers need training and RSP and SDC teachers should be either pulled in to Math Transformation or they should have a separate district-level initiative with Math Transformation and Special Ed teachers.

School and Student Performance Data

Academic Performance English Learner Progress

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2019 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
10	13	9	16

Conclusions based on this data:

- 16 students progressed at least one ELPI level, while 10 students decreased one ELPI level.
- 9 students maintained ELPI level 4.
- 13 students maintained ELPI levels 1, 2L, 2H, 3L, or 3H.

School and Student Performance Data

Academic Performance College/Career

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2019 Fall Dashboard College/Career for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard College/Career by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2019 Fall Dashboard College/Career 3-Year Performance		
Class of 2017	Class of 2018	Class of 2019
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement Chronic Absenteeism







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue
0	2	2	2	0

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students  Yellow 9.2 Maintained -0.1 801	English Learners  Orange 17.5 Increased +10.3 57	Foster Youth  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5
Homeless  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	Socioeconomically Disadvantaged  Yellow 11.8 Declined -0.8 380	Students with Disabilities  Yellow 14.1 Declined -1.8 149

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American  No Performance Color 9.5 Declined -3.5 21	American Indian  No Performance Color 33.3 Maintained 0 18	Asian  No Performance Color 7.7 13	Filipino  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5
Hispanic  Green 8.9 Declined -0.9 257	Two or More Races  Orange 15.6 Increased +9.7 32	Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	White  Green 7.8 Declined -0.6 448

Conclusions based on this data:

1. The work of Officer Ramirez is a huge reason for the decline in our chronic absentee rate.
2. Increased Saturday School and attendance recovery days offered throughout the year and around the grading period.

School and Student Performance Data

Academic Engagement Graduation Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Graduation Rate Equity Report

Red

Orange

Yellow

Green

Blue

This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate for All Students/Student Group

All Students

English Learners

Foster Youth

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

2019 Fall Dashboard Graduation Rate by Race/Ethnicity

African American

American Indian

Asian

Filipino

Hispanic

Two or More Races

Pacific Islander

White

This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate by Year

2018

2019

Conclusions based on this data:

1.

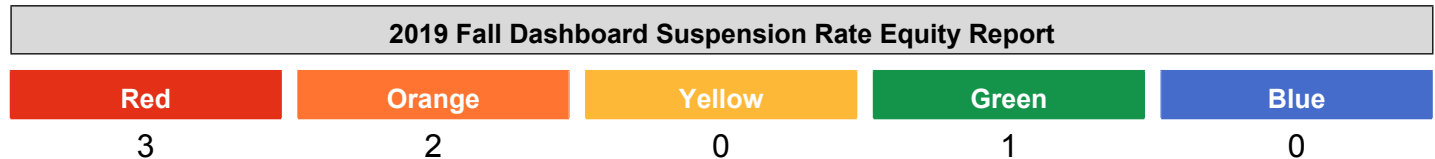
School and Student Performance Data

Conditions & Climate Suspension Rate







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  Orange 9.1 Maintained -0.2 812	English Learners  Orange 10.3 Increased +1.4 58	Foster Youth  No Performance Color Less than 11 Students - Data Not 5
Homeless  No Performance Color Less than 11 Students - Data Not 2	Socioeconomically Disadvantaged  Red 12.2 Increased +0.3 385	Students with Disabilities  Red 16 Increased +1.9 150

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American  No Performance Color 23.8 Increased +15.5 21	American Indian  No Performance Color 27.8 Increased +20.1 18	Asian  No Performance Color 15.4 13	Filipino  No Performance Color Less than 11 Students - Data 5
Hispanic  Orange 9.6 Increased +1.2 260	Two or More Races  Red 12.5 Increased +6.9 32	Pacific Islander  No Performance Color Less than 11 Students - Data 7	White  Green 7 Declined Significantly -3.5 456

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	9.4	9.1

Conclusions based on this data:

1. Increase in drugs and alcohol on campus and in community are resulting in increased suspension rates.
2. We are continuously working with our PBIS team to analyze suspension data and build/teach lessons on targeted behavior.
3. After analyzing suspension data, creating a progressive discipline plan may work in significantly decreasing the suspension rate this year.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Academic Achievement

Goal 1

Meaningful Assessments that Drive Meaningful Instruction:

- Every student will have at least three data points in Math and English for teachers to analyze by October 18, 2019.
- By November 1, 2019, every student will have specific trimester WIGS in English, Math and Social Emotional.
- By the end of each trimester, all teachers will analyze data and work with students to ensure student trimester goals are met (40% by 12/2019, 60% by 3/2020, and 75% by 6/2020).

Identified Need

We need to have multiple measures of assessments to ensure we know where students are, how much we want/need them to grow throughout the year, and determine how we are going to ensure our students have academic growth throughout the school year.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASSP Results MAP Results Chapter Assessments Formative Assessments		Teachers in ELA will use (Achieve, Scholastic Scope, Listenwise, ect..) to target power standards that need to be retaught through direct instruction at least 3 times per month. Math teachers will have at least three multiple measures in Math to identify growth and intervention.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

By October 1, 2019, all students will have a level set reading score and be using Achieve3000 twice a week, once in History and once in Science classes.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

14695.62

Title I
0001-0999: Unrestricted: Locally Defined
Achieve 3000 program- school wide for 800 students

Strategy/Activity 2**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

By December 2019, all students in 7th and 8th grade will be using Listenwise at least once a week to increase student achievement in the SBAC Listening/Speaking strand.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

4,000

LCFF Base
0001-0999: Unrestricted: Locally Defined
Purchase of Listenwise for school

500

LCFF Base
0001-0999: Unrestricted: Locally Defined
use of subs so teachers can observe Listenwise expert teachers

Strategy/Activity 3**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All students, specifically EL students

Strategy/Activity

By December 2019, all EL, ELA, and Science teachers will use Scholastic Scope to supplement ELD reading strategies in classes.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

188.10

Title I
0001-0999: Unrestricted: Locally Defined

	Purchase Scholastic Action
1000	Title I 0001-0999: Unrestricted: Locally Defined Use of sub for ELD teacher to work with SPED and Gen Ed teachers to implement parts of curriculum for struggling students
2049.41	LCFF Base Purchase Scope subscriptions of ELA and ScienceWorld

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

By December 2019, all ELA, Math, and Immersion teachers with EL curriculum in classes to facilitate writing standards and discussion protocols.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

1700	LCFF Base 0001-0999: Unrestricted: Locally Defined ELA, Math, and Immersion teachers with EL curriculum in classes to facilitate writing standards and discussion protocols.
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Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Conduct monthly subject and grade-level pullouts to create cross-curricular units, common lessons, formative and summative assessments (outside of PLC time)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

4000	Title I 0001-0999: Unrestricted: Locally Defined use of subs for pull-out days
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Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

At- risk students, students needing extra support

Strategy/Activity

By November 2019, there will be an increase in after-school intervention opportunities for each subject area to support strategic reading and writing strategies around analysis and explanation.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

5,000

Title I
0001-0999: Unrestricted: Locally Defined
After-school tutoring

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Implement 21st Century coaches to work with grade-level teams and individual teachers to focus on increasing rigorous text types to students at each grade level.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

2,000

Title I
0001-0999: Unrestricted: Locally Defined
use of subs when numerous teachers or a
department is working with coaches

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Math teachers will work with Math transformations to analyze data from formative chapter assessments and performance tasks throughout the trimester.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

9000	LCFF Base 0001-0999: Unrestricted: Locally Defined Math Transformations
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Strategy/Activity 9

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

SPED students

Strategy/Activity

Each month, RSP teachers will meet with their grade-level ELA and Math counterpart to disaggregate and discuss assessment data (MAPS (pre/post), Achieve) to discuss student progress in specified ELA and Math standards to support access to grade- level content.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

2000	Use of subs for pull-out/ collaboration time
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Strategy/Activity 10

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

SPED students

Strategy/Activity

Each RSP teacher will implement one specific strategy per month, as agreed upon by the RSP and ELA co-teacher, to demonstrate improvement, as measured by an agreed-upon formative assessment.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Strategy/Activity 11

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Math teachers will create at least one Go-Formative common assessment for each trimester.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

1500

Title I
0001-0999: Unrestricted: Locally Defined
Go-Formative Assessment Planning

Strategy/Activity 12

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Math teachers will create at least one quiz for each chapter to get a better understanding of where students are throughout the chapter.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

600

Subs for Planning Day

Strategy/Activity 13

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students who need more intervention or acceleration opportunities

Strategy/Activity

Math teachers will take an extensive look at multiple measures of students grade 6-8 to determine who needs more targeted intervention and accelerated opportunities

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

600

0001-0999: Unrestricted: Locally Defined
Subs for Pull-out Day

Annual Review

SPSA Year Reviewed: 2018-19

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

This year we collaborated schoolwide to ensure we have an academic baseline and a goal for each student in English and Math. Each department created their own lead measures to achieve this goal, and we reevaluated our past and current expenditures to ensure they fit into our current plan and we continue to find the best way to utilize these programs.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We added more strategic goals that were tied to our huge expenditures, like Achieve 3000 and Listenwise. We had to continue to ensure we are getting the results that are moving academic achievement forward and that these expenditures are still helping us achieve our goals. There were many more lead measures added to this goal, so it can be evident to how each subject level is contributing to this goal, versus just ELA and Math. More money was allocated and used for professional development/pull out time to ensure teachers are collaborating to evaluate data throughout the year. The SPSA will show an increase in department level pull-outs to do this meaningful work.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Academic Achievement

Goal 2

Increase Student Discourse: Students will increase their academic speaking from 29% to 60% by May 2020.

Identified Need

Looking at student performance on listening/speaking standards and writing standards, we determined we had to increase student discourse skills in order to build skills that will strengthen both standards throughout the year.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Formative Writing and Speaking/Listening Assessments, Summative Assessments that assess Speaking/Listening and Writing standards		By May 2020, students will be proficient at using 38 sentence frames to structure their academic discourse. Teachers will be proficient at using sentence frames to increase student discourse as measured by teacher self-reflection and facilitator observations.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

In English classes, students will use three sentence frames from the "speaking" strategy cards in small groups/partners four times a week, rotating every two weeks, and will self-monitor their increase in academic discourse, as measured by anecdotal notes, rubrics, and student self checks.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

1700

LCFF Base

0001-0999: Unrestricted: Locally Defined
EL curriculum (discussion cards, writing
templates, exit tickets)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

SPED students

Strategy/Activity

On three occasions per month in math, RSP teachers will introduce an activity (Number Talk) designed to help the students in the class connect to each other through student discourse as measured by teacher records. During Number Talks students will use sentence starters/frames to clarify instructions and to focus on the learning content in order to enhance academic language and conversational skills as measured by teacher observation.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

SPED students

Strategy/Activity

SPED Special Day teachers will create a clear and accessible "cheat sheet" for discourse that will be posted in our classrooms. This will include 3 distilled rules, and 3-5 sentence starters. We will teach these rules and then review them with classes at least twice per week. Teachers will incorporate think pair share into our interactive notebooks/journals twice per week. Teachers will review rules of discourse (above), prior to students pairing off.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Math teachers will use discussion cards three times a week to lead meaningful discussions during homework explanation time.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

0000: Unrestricted

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students during PE

Strategy/Activity

Each Trimester students will analyze a content related skill (which is determined by the PE Teacher), by using a provided peer assessment rubric. Each unit of study students, will report homework verbally or electronically by using academic language based on the F.I.T.T.(Frequency, Intensity, Time, & Type of exercise) Principles. Each Trimester, using academic language, students will discuss(student discourse) a content related topic as they walk the ½ mile with a pair-share partner. Students will present to the class an answer/opinion at the conclusion of their ½ mile.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Teachers will provide two/three opportunities for students to talk per day, using the Accountable Talk Tone & Encouragement Guidelines. Teachers will videotape in class then bring to science team and use a Rubric that team can grade together. Teachers will use science vocabulary and/or sentence frames in at least two conversations per day.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Language Immersion Students

Strategy/Activity

Teachers will write a speaking can-do statement for language students as a rubric to self-monitor/evaluate by October 11, 2019. Teachers will establish at least 15 minutes per period for student discourse* in the target language by October 13, 2019, so students can track their personal speaking progress. *The focus for our student discourse is Interpretative Listening and Speaking, based on the 2019 AAPPL test score.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Annual Review

SPSA Year Reviewed: 2018-19

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

First year working on this goal.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Socio-Emotional Well-being

Goal 3

LUSD Student Profile- PERSEVERE RELENTLESSLY:

- Tierra del Sol will decrease the number of students on the trimester ineligibility list by 30%, compared year to year for each trimester (from 133 to 93 Trimester 1, 170 to 119 Trimester 2, and 131 to 91 Trimester 3) by June 2020 by increasing learning opportunities focused around the LUSD profile of "Persevering Relentlessly".

Identified Need

TdS continues to work on implementing a comprehensive system that supports the needs of our Tier 2 and Tier 3 students who are struggling in academics and behavior.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Illuminate suspension/referral data, Jupiter Grades behavior logs, positive referral forms		We will lower the amount of students on the ineligibility list each trimester, based on the interventions we are implementing.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

identified Tier 3 students

Strategy/Activity

Implement a Social Service Coordinator to provide more strategic academic and behavioral work with Tier 3 students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

28,440.00

Title I
0001-0999: Unrestricted: Locally Defined
Salary for Social Service Coordinator position,
25 hours per week

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Vice Principal will disaggregate data bi-weekly to share with staff monthly about improvements in suspensions, low-level referrals and increases in positive referrals.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Tier 2 and 3 boys, grades 6-8

Strategy/Activity

Implement Boys to Men Mentoring Program on campus

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students struggling with attendance

Strategy/Activity

By the end of Trimester 2, TdS will decrease chronic absenteeism by 2%, when compared to last year's end of Trimester 2 absence data.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

16,000.00

LCFF Supplemental
0001-0999: Unrestricted: Locally Defined
Officer Ramirez

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

low SED students, Tier 2 and Tier 3 students

Strategy/Activity

Increase student connections in school by offering more by providing more Project Lead The Way course offerings to increase interest in electives

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

10,000

Title I
0001-0999: Unrestricted: Locally Defined
PLTW Class Materials

1,000

Title I
0001-0999: Unrestricted: Locally Defined
Tablets for Creative App Class

None Specified

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Increase student connections in school by providing After-School Tutoring in core subjects beyond ELA and Math

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

2,000

LCFF Base
0001-0999: Unrestricted: Locally Defined
Tutoring costs

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Increase interest in college and career readiness by increasing the number of field trips students take for the year.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

1000

LCFF Base
0001-0999: Unrestricted: Locally Defined
7th grade- Finance Park (Junior Achievement)
Transportation

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

District support for implementation of See Something, Say Something

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Strategy/Activity 9

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Increase number of conferences teachers can attend that promote restorative conversations

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

1000

LCFF Base
0001-0999: Unrestricted: Locally Defined
Intro to Restorative Justice training Conference
Registration

500

LCFF Base
0001-0999: Unrestricted: Locally Defined
substitutes for conference

Strategy/Activity 10

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Provide more multilingual opportunities for Immersion and non-Immersion students by having Chinese Tutors from Amnity Institute for the academic school year.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

4800

LCFF Base

0001-0999: Unrestricted: Locally Defined
Visa fees and processing fees to Amity Institute for Interns

Strategy/Activity 11

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Increase student connections in school and college and career readiness by offering and implementing Femineers Program

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

3000

LCFF Base

0001-0999: Unrestricted: Locally Defined
Purchase of class materials

Strategy/Activity 12

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Continue school wide PBIS implementation

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

500

LCFF Base

0001-0999: Unrestricted: Locally Defined

	Providing En Fuego cards
500	LCFF Base 0001-0999: Unrestricted: Locally Defined Materials and supplies to support PBIS lessons

Strategy/Activity 13

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Implement IEP articulation day to provide specific time to have case managers and other representatives discuss individual plans with general education teachers during the first week of school. This allows case managers dedicated time to discuss individual student needs with the general education teachers.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

900	LCFF Base Subs for IEP day, plus a roaming sub for teachers with no prep
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Strategy/Activity 14

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

By November 2019, Provide PALS Training (Peer Assistance) to specific students who will help with peer mediation and building school climate throughout the rest of the year.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

200	LCFF Base 0000: Unrestricted Substitute for teacher who is helping to train
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Annual Review

SPSA Year Reviewed: 2018-19

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

All staff members work together to work on the LUSD student profile "persevere relentlessly" in PBIS lessons, classroom activities, and the principal provides weekly updates to parents about how they can help their students with this goal.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

One of the major differences we implemented this year was creating a Social Service Coordinator on campus to work with our Tier 2 and 3 students. We hope to build a closer relationship with parents and other stakeholders to ensure these students' needs are being met with a caring and supportive attitude.

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 2018-2019, we identified the need of having more support for our Tier 3 students. We have now addressed that problem, and have continued to build upon the other supports we already had in place. We are focusing on more schoolwide efforts to teach persevering relentlessly, versus working with individual teachers or specific groups on campus.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

LUSD will coordinate outreach, communication, partnerships, and education for parents, staff and community members

Goal 4

Provide parents opportunities to acquire necessary information, knowledge, and skills to support their children's education at home and at school.

Identified Need

We always have a need to increase parental support on campus.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.		

Strategy/Activity 1

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity
Offer a variety of parent evening and day events. Events will be informational, and will spotlight special talents and groups.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

	DEA Drug Awareness Evening Event-refreshment, door prizes
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Strategy/Activity 2

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

By October 1, offer Jupiter Grades school wide and provide login and access information to allow parents to view grades and communicate with teachers.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

By October 15, 2019 conduct a Title I Meeting

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Refreshments

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Copy machine to facilitate parent communication, instructional support, etc

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

670

LCFF Supplemental
0000: Unrestricted

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

During the 2019-2020 school year, we will offer opportunities through the district for parents to attend conferences and trainings that will help increase student achievement and engagement

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

1,000	Title I Parent Involvement
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Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Goal 5

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$122,043.13

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I	\$67,823.72
Title I Parent Involvement	\$1,000.00

Subtotal of additional federal funds included for this school: \$68,823.72

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
	\$3,200.00
LCFF Base	\$33,349.41
LCFF Supplemental	\$16,670.00

Subtotal of state or local funds included for this school: \$53,219.41

Total of federal, state, and/or local funds for this school: \$122,043.13

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title I	67,600.00	-223.72
Title I Parent Involvement	1,180.00	180.00
Unrestricted Lottery	55,965.78	55,965.78
LCFF Base	102,851.24	69,501.83
LCFF Supplemental	19,994.00	3,324.00

Expenditures by Funding Source

Funding Source	Amount
	3,200.00
LCFF Base	33,349.41
LCFF Supplemental	16,670.00
Title I	67,823.72
Title I Parent Involvement	1,000.00

Expenditures by Budget Reference

Budget Reference	Amount
	4,049.41
0000: Unrestricted	870.00
0001-0999: Unrestricted: Locally Defined	114,623.72

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		600.00
		2,000.00

0001-0999: Unrestricted: Locally Defined		600.00
	LCFF Base	900.00
	LCFF Base	2,049.41
0000: Unrestricted	LCFF Base	200.00
0001-0999: Unrestricted: Locally Defined	LCFF Base	30,200.00
0000: Unrestricted	LCFF Supplemental	670.00
0001-0999: Unrestricted: Locally Defined	LCFF Supplemental	16,000.00
0001-0999: Unrestricted: Locally Defined	Title I	67,823.72
	Title I Parent Involvement	1,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	48,833.13
Goal 2	1,700.00
Goal 3	69,840.00
Goal 4	1,670.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 3 Parent or Community Members
- 3 Secondary Students

Name of Members	Role
Leslie Hardiman	Principal
Dahlia Rinck	Classroom Teacher
Kim Klinko	Classroom Teacher
Danielle Lopez	Classroom Teacher
Matthew Spencer	Classroom Teacher
Eva Johnson	Classroom Teacher
Beverly Warford	Other School Staff
Paula Macias-Gonzalez	Other School Staff
Susan Srouer-Chiang	Parent or Community Member
Keri Wutzke	Parent or Community Member
Jessica Falk-Michelli	Parent or Community Member
Kelli Fleming	Parent or Community Member
Madison Fukushima	Secondary Student
Natalie Danks	Secondary Student
Hannah McGrath	Secondary Student
Alyssa Morris	Secondary Student

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature

Committee or Advisory Group Name

English Learner Advisory Committee

Other: Principal Advisory Committee

School Safety Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 11/07/2019.

Attested:

Principal, Leslie Hardiman on 11/07/2019

SSC Chairperson, Jessica Falk-Michelli on 11/07/2019

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

[Stakeholder Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Description

Briefly describe the school's plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the “Goal #” for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school’s identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school’s identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency's budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- **Total Funds Provided to the School Through the Consolidated Application:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
 - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. use methods and instructional strategies that:
 - i. strengthen the academic program in the school,
 - ii. increase the amount and quality of learning time, and
 - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceusesinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceusesinvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019



Riverview

International Academy

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Winter Gardens Elementary School	37681896038392		

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process. The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the 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.

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

2019-20 Comprehensive Needs Assessment survey provided the following results.(a total of 29 teachers at Riverview and Winter Gardens participated):

HIGH EXPECTATIONS FOR STUDENT ACHIEVEMENT

1. Teachers and staff demonstrate high expectations for ALL children. (79% agrees that it's usually or always evident)
2. High Expectations for student learning outcomes are reflected in the teacher's daily lesson design. (66% agrees that it's usually or always evident)
3. Academic learning time is maximized. (76% agrees that it's usually or always evident)
4. Homework assignments are meaningful. (66% agrees that it's usually or always evident)
5. The school fosters a learning community. (79% agrees that it's usually or always evident)
6. ALL students have equal access to the challenge options. (55% agrees that it's usually or always evident)
7. The school is working to close the achievement gap. (72% agrees that it's usually or always evident)

FOCUSING ON TEACHING AND LEARNING

1. Students spend classroom time on organized, meaningful learning activities as often as possible. (86% agrees that it's usually or always evident)
2. Students are actively involved in learning throughout their time in class. (76% agrees that it's usually or always evident)
3. There is a school-wide focus on mastery of basic skills at each grade level. (66% agrees that it's usually or always evident)
4. There is a school-wide focus on mastery of digital literacy. (69% agrees that it's usually or always evident)
5. There is a school-wide focus on mastery of proficiency in higher order/critical thinking skills. (66% agrees that it's usually or always evident)
6. There is clear evidence of higher-order/critical thinking skills happening in the classrooms. (59% agrees that it's usually or always evident)
7. Teachers adjust instruction and assessment to meet the needs of diverse learners. (72% agrees that it's usually or always evident)
8. Teachers incorporate grade-level standards and target language proficiency levels into instructional plans. (79% agrees that it's usually or always evident)
9. The school promotes active involvement of students in the learning process, including opportunities for them to explore the application of higher-order thinking skills and investigate new approaches to applying their learning utilizing: Depth of Knowledge framework; Bloom taxonomy or Depth and Complexity Icons. (69% agrees that it's usually or always evident)
10. Teachers are given opportunities to receive coaching or observe each other's classroom instruction as one way to improve teaching. (76% agrees that it's usually or always evident)

PARENT/COMMUNITY INVOLVEMENT WITH, SUPPORT OF AND SATISFACTION WITH EDUCATIONAL PROGRAM

1. The school fosters collaboration with community stakeholders to support student learning. (59% agrees that it's usually or always evident)
2. School Site Council members participate in the development of a comprehensive school plan for student achievement (SPSA). (55% agrees that it's usually or always evident)
3. Parents and community members are encouraged to participate in school activities. (97% agrees that it's usually or always evident)
4. The school routinely communicates with and involves parents from all cultural and socio-economic backgrounds. (86% agrees that it's usually or always evident)

5. Teachers work with families to help them support students' learning at home and in the community. (79% agrees that it's usually or always evident)

CONTINUOUS ASSESSMENT OF STUDENTS, STAFF, AND PROGRAM TO EVALUATE EFFECTS OF INSTRUCTION

1. The school has a clearly defined process to assess school-wide student achievement. (52% agrees that it's usually or always evident)
2. There is a school-wide focus on improved student achievement and recognition of academic success and intervention of evidenced weaknesses. (48% agrees that it's usually or always evident)
3. The school has an effective plan to provide for remediation based on student assessment and an appropriate amount of time is designated for this. (38% agrees that it's usually or always evident)
4. Student achievement data is routinely disaggregated to improve teaching and learning and to ensure equitable treatment of all subgroups of students and professional learning community sessions are held to discuss the strengths and weaknesses of student data. (41% agrees that it's usually or always evident)

SAFE, ORDERLY, AND DISCIPLINED SCHOOL CLIMATE

1. The school environment is safe. (97% agrees that it's usually or always evident)
2. There are clear and explicit guidelines for student behavior. (83% agrees that it's usually or always evident)
3. The enforcement of discipline is firm, fair, and consistent. (72% agrees that it's usually or always evident)
4. There is a school-wide focus on positive reinforcement of good behavior. (90% agrees that it's usually or always evident)
5. School staff and students work cooperatively to ensure the safety of all students and adults on campus. (93% agrees that it's usually or always evident)

STAFF EFFECTIVENESS AND PROFESSIONAL DEVELOPMENT

1. Common goals are supported and understood by all stakeholders (66% agrees that it's usually or always evident)
2. The staff uses a variety of teaching methods and strategies aimed at achieving the school's goals. (69% agrees that it's usually or always evident)
3. There is a sense of community and commitment to the school among the staff. (83% agrees that it's usually or always evident)
4. Continued professional growth is evident among the staff. (41% agrees that it's usually or always evident)
5. Staff demonstrates empathy and rapport in their interactions with students. (100% agrees that it's usually or always evident)
6. Staff consistently demonstrates a willingness to maintain communication with parents. (97% agrees that it's usually or always evident)
7. The school ensures that staff members participate in a continuous program of professional development and training, which reflects a variety of learning strategies are evident. (66% agrees that it's usually or always evident)
8. The school conducts a periodic, systematic analysis of instructional and organizational effectiveness and uses the results to improve student performance. (55% agrees that it's usually or always evident)

LEADERSHIP

1. The administrative team demonstrates strong instructional leadership. (76% agrees that it's usually or always evident)
2. Teachers demonstrate instructional leadership by coaching, consulting, and inspiring students. (93% agrees that it's usually or always evident)
3. Leadership decisions are made after considering the pertinent data. (66% agrees that it's usually or always evident)
4. The school promotes and reflects multiple opportunities for teachers and students to lead. (86% agrees that it's usually or always evident)

In addition, Winter Gardens participated in the Fidelity Integrity Assessment, taught by SWIFT Schools, in order to get a snapshot of our school. Our Winter Gardens site team, felt that we were installing, and actively working toward putting components in place strong administrative leadership, multi-tiered systems of support, integrated educational framework, family & Community Engagement and Inclusive policy structure & Practice.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

At Winter Gardens School, the lead administrator visits classrooms frequently both formal observations and informal walk-throughs. The teaching staff is evaluated every other year through formal observations. Through formal observations and walk-through visits, the following has been observed:

1. All Spanish and English teachers in all grades are teaching English Language Arts and Spanish Language Arts through Wonders (Maravillas). Mandarin teachers use MZHY for Mandarin Language Arts. Daily lessons are taught, and students spend significant time reading at their level. All classroom teachers are implementing the common core math standards using Everyday Math. Well planned lessons are taught on a daily basis, increased time and resources are directed toward students who are below grade level in reading, writing, and math, and extension activities are provided for students who need an extra challenge.
2. Winter Gardens staff use Positive Behavior Intervention and Supports (PBIS) in classrooms and playgrounds and focus on our 8 Keys of Excellence. Teachers and students participate in our monthly PBIS Keys of Excellence Student Recognition that focuses on student behavior and showing kindness and being safe.
3. Winter Gardens has a counselor 1 day a week for tier 1 whole classroom intervention lessons. As a K-1st grade campus, our counselor has worked towards preventative lessons engaging all students.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Our school conducted a needs assessment to identify areas of student need to inform goal setting for increased student achievement. This needs assessment included:

- Analysis of 2015-18 Riverview's SBAC scores
- Analysis of 2015-18 Winter Gardens ELPAC scores
- Analysis of site-developed grade-level assessments
- Parent feedback regarding formal English instruction during parent meetings
- Evaluation of the effectiveness of teacher professional learning for student improvement
- Teacher input regarding professional learning priorities
- Evaluation of cross-sites teacher collaboration for the purpose of improved instruction
- Review of required instructional minutes

Major findings from this analysis were:

- To improve Riverview's trajectory of district SBAC scores - align assessment tools for Target language immersion and English
- Create an Intervention program to address student-specific needs based on assessments, and EL level (intervention and/or enrichment opportunities)
- Given our flat SBAC trajectory, we need to provide professional development and provide more guided grade-level collaboration during PLCs
- Solidify K-5 Can-Do language proficiencies

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Teachers analyze student progress on an ongoing basis using curriculum-embedded assessments, the district adopted assessments, Everyday math unit assessment, and observations of daily reading and writing work, social studies and science projects. Data is examined on a regular basis during Instructional Leaders meeting and PLC meetings and instruction is differentiated to meet student needs. Based on data analysis, intervention groups are planned to support students 2 times a week.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All faculty at Winter Gardens are fully credentialed and highly qualified. All immersion faculty, 14 out of 14 teachers have a Bilingual Authorization to teach in immersion classroom setting. In addition, our 2 day-a-week intervention teacher is fully credentialed and bilingual as well.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

Winter Gardens School works with our district's Human Resource department to ensure that our teachers are appropriately credentialed in California to teach in their assignments. Timely, high-quality, and sustained professional development opportunities are offered to ensure that teachers and staff are trained in instructional strategies designed to meet the needs of their students. Our site administrator receives ongoing professional development in instructional leadership and in providing vital feedback to teachers to support their growth in teaching. All Winter Gardens teachers are fully credentialed. Teacher Induction Program (TIP) support is available to first and second-year teachers. All teachers participate in grade level professional learning and school-wide professional developments and district-wide PLC sessions throughout the school year.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Faculty use district adopted curricular materials and engage in standards-based grade specific staff development. District professional development sessions are provided in Next Generation Science Standards, Math Transformations, and Immersion in collaboration with district and county leaders.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Winter Gardens has 2 instructional facilitators, who provide 21st Century skill and math coaching and facilitating of professional learning. Our facilitator model allows teacher who may feel like they don't necessarily needing coaching to participate in learning along peers to learn best practices through learning walks with colleagues and professional calibration and collaboration time.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

All teachers meet 3-4 times a month in grade level teams.

Our PLC time is focused

The goal of all our professional collaboration is to continually improve our instruction as we move all students towards academic mastery. Each student's annual fundamental growth drives our work. Our work is driven by five critical questions:

- What do students need to know and be able to do?
- How will we plan and deliver first instruction that gets students to learn it?
- How will we know they have learned it?
- How will we respond when they haven't?
- What will we do when they already know it?

Our PLC time is spent on teaching and learning

Following the recommendations of the National Staff Development Council, our PLC time is spent:

- Developing lesson plans
- Examining student work
- Monitoring student progress through achievement data
- Assessing the effectiveness of our instruction
- Identifying needs for professional learning

Our PLC collaboration is based on examining data together. We continue to grow in examining data and then we allow the data to guide and focus our instruction.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Teachers follow the designated grade-level Common Core Standards and use district adopted curriculum. Classroom instruction is aligned to state standards and ACTFL standards. Teacher use grade level content and performance standards to plan lessons and analyze student progress.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Class schedule includes block of time for reading, language arts in target language and English, math and PE. Instruction is provided in science (NGSS), social studies and additional 3rd language and student leadership opportunities are scheduled in as well. Teachers cycle subject areas such as social studies and science (NGSS), and teach integrated units that address multiple subject areas to maximize use of instructional time.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

To ensure that all students receive the complete standards-based curriculum, teachers meet regularly to build yearly pacing schedules for all curriculum areas. Teachers meet by grade level in August and throughout the school year to design, then refine their pacing/teaching guides with their grade-level teams. Intervention supports are integrated throughout the day and are provided in both a pull-out and push-in model.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

There are sufficient standards based text in English/Spanish and other subject areas for each grade level. All students have access to these materials.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Teacher use SBE-adopted and standards-aligned instructional materials in ELA, Spanish, Math, Social Studies and Science.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

The basic instructional program provides support to all students. Instruction is differentiated and our guided reading and writing block address a broad range of student needs. Teacher uses Learning Head Quarter tools to foster student writing, and also pull small conference groups to support learning. Teachers are mindful of instructional minutes and balance teacher talk with student talk. Teacher provide instruction in target language, guided practice, and opportunities for independent practice so students can build mastery of concepts. Teachers asses students on a regular basis and use information gained to tailor instruction to students needs.

Evidence-based educational practices to raise student achievement

From classroom teachers, student receive individualized instruction, enhanced instruction time, and scaffold lessons to increase learning success. Teachers use research-based practices when teaching guided reading, writing, and math in target language. Specialized Academic Instructors support the learning of student sin Special Education by using specific support strategies which enable students to meet their IEP goals and objectives in both push-in and pull-out models.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Parents and families receive information and resources through Parent-Teacher Conferences, SST and IEP meetings. Back to School Night and Open House encourage parent participation, help staff receive input and enable the staff to communicate with parents face-to-face. Teacher, Principal and school weekly newsletter keep family informed. Free and Reduced price meals help students receive balanced nutrition. Our Specialized Academic Instructor and Speech Pathologist provide a range of services for student students in Special Education. In addition, our SPED team and counselor work towards meeting student needs (both students in SPED and Gen. Ed) in a push-in and pull-out model. The Psychologist provides testing and student/family supports. Other support services include: Speech Therapy, and Occupational Therapy. These services are provided to students as designated in students' IEP or 504 plan. Small group counseling is available for identified students.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

School Site Council (SSC) is composed of parents and staff who meet regularly to follow the state and federal guidelines for funding sources. Beginning in September, parents are encouraged to join the nomination and voting process to become members of this team. A goal is to have the makeup of the SSC represent the demographics of our student population in order to have a full representation and voice from all groups. The Council meets monthly to discuss the planning implementation and evaluation of school programs. The school has representatives to DAC (District Advisory Council), DELAC (District English Language Advisory Council). The school also has one representative for the Teacher Advisory Council. These representatives share information between the school and the district councils.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Winter Gardens does not qualify for Title 1 funding.

Fiscal support (EPC)

Fiscal support is provided through Local Controlled Funding Formula (LCFF) and Unrestricted Lottery. These funds while essential and supportive, are not adequate to provide a program that meets the need of each and every student. Funding is supplemented by PTSA.

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

Riverview International Academy School Site Council (SSC) is comprised of both Riverview and Winter Gardens School. The School Site Council was established through an election process in early September and is comprised of parents, teachers, the principal of the Riverview, the site administrator of Winter Garden School, and other staff. The SSC meets monthly to review data, learn about enrichment opportunities, intervention supports and review the SPSA and safety plans to ensure alignment and effective implementation with the Local Control and Accountability Plan and other federal, state, and local programs. Parents, staff and the principal attend meetings and fully participate in the development and oversight process. Specifically at Winter Gardens School, the Instructional Leader's Team, meet to provide on-going guidance to the Winter Gardens SPSA.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

Winter Gardens does not qualify to receive Title I funding. We, however, have a growing number of students who need additional support to meet grade level standards and a growing number of socio-economically disadvantaged students and English Learners. Without any additional funds, it is very challenging to adequately meet the intervention need of the students at our school. Additionally, we continue to have a number of students with behavior and academic needs. Adequately serving and supporting our students and their classroom teachers is an ongoing challenge.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	16-17	17-18	18-19	16-17	17-18	18-19
American Indian	1.6%	1.64%	1.1%	6	6	4
African American	2.2%	3.56%	4.11%	8	13	15
Asian	3.8%	5.21%	3.56%	14	19	13
Filipino	0.5%	1.37%	1.37%	2	5	5
Hispanic/Latino	26.6%	34.52%	37.81%	98	126	138
Pacific Islander	1.1%	0.27%	0.27%	4	1	1
White	61.4%	52.05%	47.12%	226	190	172
Multiple/No Response	%	%	%			
Total Enrollment				368	365	365

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	16-17	17-18	18-19
Kindergarten	188	187	182
Grade 1	180	178	183
Total Enrollment	368	365	365

Conclusions based on this data:

1. The two primary subgroup of students at Riverview are Hispanic/Latino and White.
2. Our school's white student population changed from 61.4% to 47.1% in just 2 years, decreasing 14%. Our Latino student population increased from 26.6% to 37.8% in just 2 years, increasing 11%. Our student population is changing dramatically.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	16-17	17-18	18-19	16-17	17-18	18-19
English Learners	4	14	17	1.1%	3.8%	4.7%
Fluent English Proficient (FEP)	5	10	11	1.4%	2.7%	3.0%
Reclassified Fluent English Proficient	9		0	75.0%	0	0.0%

Conclusions based on this data:

1. Our EL population was only 1% in 2016-17 so we are seeing double the number of ELs in the following years. We need to serve this growing population, with targeted intervention.
2. The number of Fluent English Proficient has also increased in numbers.
3. Winter Gardens has not had any student reclassified Fluent English Proficient since 2016-17.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
All Grades	N/A	N/A	N/A												

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19

Conclusions based on this data:

1. Our K/1st site relies on our 2nd-5th sibling school's scores.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
All Grades	N/A	N/A	N/A												

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19

Conclusions based on this data:

1. Our K/1st site relies on our 2nd-5th sibling school's scores.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	*	1442.2	*	1457.5	*	1406.3	*	13
Grade 1	*	*	*	*	*	*	*	5
All Grades							13	18

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	23.08	*	38.46		30.77	*	7.69	*	13
1	*	*	*	*		*		*	*	*
All Grades	*	27.78	*	38.89		22.22	*	11.11	13	18

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	38.46	*	23.08		30.77	*	7.69	*	13
1	*	*	*	*		*		*	*	*
All Grades	*	50.00	*	16.67		27.78	*	5.56	13	18

Listening Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
K	*	30.77	*	53.85	*	15.38	*		13
All Grades	*	44.44	*	44.44	*	11.11	13		18

Speaking Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
K	*	46.15	*	46.15	*	7.69	*		13
All Grades	*	50.00	*	38.89	*	11.11	13		18

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	0.00	*	100.00	*	0.00	*	13
All Grades	*	11.11	*	83.33	*	5.56	13	18

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	38.46		53.85	*	7.69	*	13
1	*	*	*	*	*	*	*	*
All Grades	*	38.89	*	50.00	*	11.11	13	18

Conclusions based on this data:

1. None

School and Student Performance Data

Student Population

This section provides information about the school's student population.

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
365	26.3	4.7	This is the percent of students whose well-being is the responsibility of a court.
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	17	4.7
Socioeconomically Disadvantaged	96	26.3
Students with Disabilities	19	5.2

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	15	4.1
American Indian	4	1.1
Asian	13	3.6
Filipino	5	1.4
Hispanic	138	37.8
Two or More Races	17	4.7
Pacific Islander	1	0.3
White	172	47.1





Conclusions based on this data:

1. Our White and Latino population account for over 85% of our student population.
2. Our socioeconomically disadvantaged population has grown to 26%.
3. Our English Learner and Students with disabilities remain slightly over 3% each.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Yellow	Chronic Absenteeism  Green	Suspension Rate  Blue
Mathematics  Green		

Conclusions based on this data:

1. On our K/1st grade school, we are high in English Language Arts and relatively high in mathematics.
2. Because our entire student population consist of primary grades, we are facing the challenge of emphasizing the importance of attendance vs. family trips.
3. As a K/1st grade site, suspension has not been an issue.

School and Student Performance Data

Academic Performance English Language Arts

The performance levels are color-coded and range from lowest-to-highest performance in the following order:



This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report

Red

Orange

Yellow

Green

Blue

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students



Yellow

7.9 points above standard

Declined -6.6 points

183

English Learners

Foster Youth

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American

American Indian

Asian

Filipino

Hispanic

Two or More Races

Pacific Islander

White

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner

Reclassified English Learners

English Only

Conclusions based on this data:

1. Winter Gardens is high in English Language Arts. We are a choice school.

School and Student Performance Data

Academic Performance Mathematics

The performance levels are color-coded and range from lowest-to-highest performance in the following order:



This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report

Red

Orange

Yellow

Green

Blue

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students



Green

18.6 points above standard

Increased ++7.1 points

183

English Learners

Foster Youth

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American

American Indian

Asian

Filipino

Hispanic

Two or More Races

Pacific Islander

White

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner

Reclassified English Learners

English Only

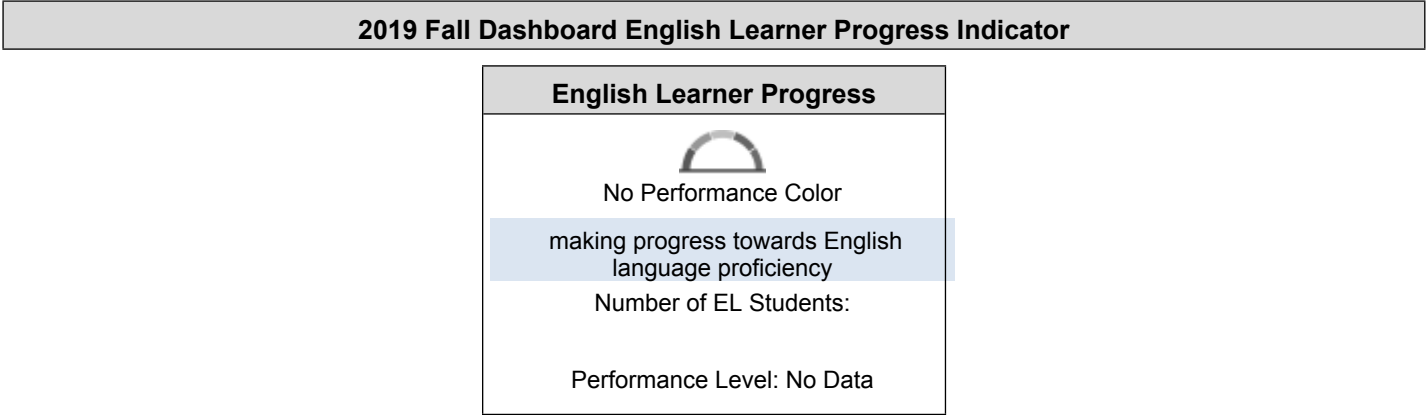
Conclusions based on this data:

1. Winter Gardens is high in mathematics. There is room for improvement.

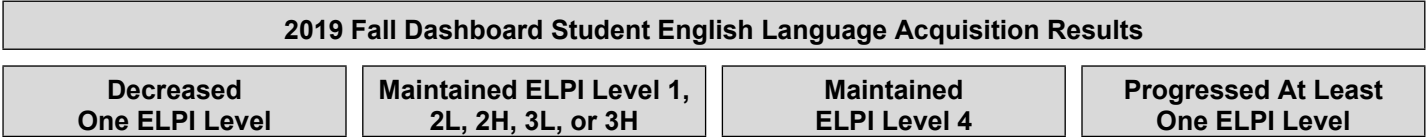
School and Student Performance Data

Academic Performance English Learner Progress

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.



Conclusions based on this data:

- 1. We have a small percentage of English Learners, a total of 13 students in the school.
- 2. 69% of our English Learners fall in the highest level.
- 3. Over 92% of our English Learners are Moderately developed and Well Developed in English Language proficiency.

School and Student Performance Data

Academic Performance College/Career

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2019 Fall Dashboard College/Career for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard College/Career by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2019 Fall Dashboard College/Career 3-Year Performance		
Class of 2017	Class of 2018	Class of 2019
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

Conclusions based on this data:

1. None.

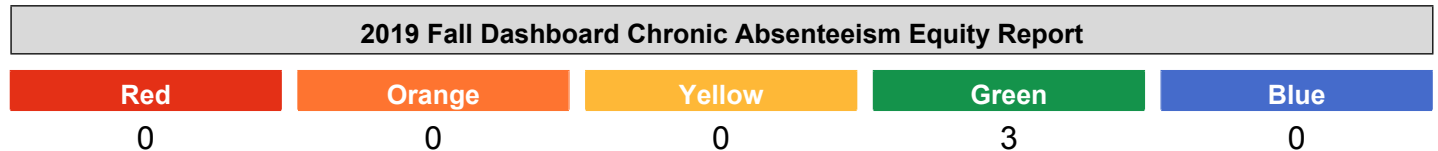
School and Student Performance Data

Academic Engagement Chronic Absenteeism







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students  Green 3 Declined -0.8 371	English Learners  No Performance Color 5.6 Increased +5.6 18	Foster Youth  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0
Homeless  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	Socioeconomically Disadvantaged  Green 3.8 Declined -5.1 104	Students with Disabilities  No Performance Color 4 Increased +4 25

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American  No Performance Color <div>0</div> Declined -6.7 15	American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	Asian  No Performance Color <div>7.1</div> Increased +7.1 14	Filipino  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5
Hispanic  Green <div>3.6</div> Maintained -0.3 140	Two or More Races  No Performance Color <div>0</div> 17	Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	White  Green <div>2.9</div> Declined -1.3 175

Conclusions based on this data:

- 3.7% of our student population is chronically absent.

School and Student Performance Data

Academic Engagement Graduation Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance
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This section provides number of student groups in each color.

2019 Fall Dashboard Graduation Rate Equity Report				
Red	Orange	Yellow	Green	Blue

This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate by Year	
2018	2019

Conclusions based on this data:

1. None.

School and Student Performance Data

Conditions & Climate Suspension Rate





The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	0	3

This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
 Blue 0 Maintained 0 374	 No Performance Color 0 Maintained 0 18	
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
	 Blue 0 Maintained 0 105	 No Performance Color 0 Maintained 0 25

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American  No Performance Color 0 Maintained 0 16	American Indian  No Performance Color Less than 11 Students - Data 4	Asian  No Performance Color 0 Maintained 0 14	Filipino  No Performance Color Less than 11 Students - Data 5
Hispanic  Blue 0 Maintained 0 141	Two or More Races  No Performance Color 0 17	Pacific Islander  No Performance Color Less than 11 Students - Data 1	White  Blue 0 Maintained 0 176

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	0	0

Conclusions based on this data:

1. Suspension is a non-issue.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Goal 1: Academic Achievement: All students will make academic growth in order to reach mastery of grade level standards, individual goals, and development of the LUSD Student Profile competencies. Schools will set annual goals to improve student outcomes and close achievement gaps.

Goal 1

ELA Goal: By May of 2020, 75% of Kinder students will be able to write three non-patterned sentences with proper sentence formation and writing words phonetically. By May 2020, 85% of all 1st grade students will write a topic sentence, 2 or more details and closing sentence. Our Winter Gardens and Riverview K-5th school wide goal is by May 2020, 87% of students taking the SBAC will score near, at or above standard in the writing claim.

Identified Need

All Kinder teachers will guide students to practice letter formation through various activities 5 days a week. All Kinder teacher will together create a writing rubric for students to use in TRI 2. Rubric will include a self-checklist. All 1st grade teachers will create a vocabulary list of words used most frequently to target instruction. All 1st grade teacher will teach students how to self-assess with simple rubrics and All 1st grade teachers will commit to writing across different subjects daily. As a whole school, we will continue to focus on high-quality classroom instruction and curriculum supplement to ensuring student success. Teachers need opportunities for collaboration in order to plan, pace and strategize on how to best serve all of their students to ensure a high academic achievement. In addition, students who fall behind will need extra support to help keep them engaged and successful in school. We will need to constantly monitor intervention programs and results from data to determine their effectiveness and respond accordingly.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
STAR 360 Reading Assessment	2018-2019 STAR 360 Reading Assessment	2019-2020 STAR 360 Reading Assessment - Increase in students performing at or above grade level
Smarter Balanced Assessment (SBAC) in English Language Arts	2018-2019 Smarter Balanced Assessment (SBAC) in English Language Arts	2019-2020 Smarter Balanced Assessment (SBAC) in English Language Arts
Scholastic Reading Inventory (SRI)	Scholastic Reading Inventory (SRI)	Scholastic Reading Inventory (SRI)

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students in Kindergarten and 1st grade which is our entire population. For some data above, we do rely on our sibling school.

Strategy/Activity

All Kinder teachers will guide students to practice letter formation through various activities 5 days a week. All Kinder teacher will together create a writing rubric for students to use in trimester 2 and 3. Rubric will include a self-checklist. All 1st grade teachers will create a vocabulary list of words used most frequently to target instruction. All 1st grade teacher will teach students how to self-assess with simple rubrics and All 1st grade teachers will commit to writing across different subjects daily.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

0	None Specified Teachers will meet in Professional Learning communities to develop effective lessons using multiple sources (including Maravillas), analyze student outcomes and improve classroom practices.
4875	LCFF Base 4000-4999: Books And Supplies School Supplies to support WIGs
4800	Unrestricted Lottery 0000: Unrestricted Grade level teams will meet to develop best practices to support student communication/literacy (Collaboration strategies, letter/sound fluency, etc.)
2500	LCFF Base 0001-0999: Unrestricted: Locally Defined WG teachers will attend professional learning opportunities to aide in the development effective student communication/literacy
2500	Unrestricted Lottery 0000: Unrestricted Observation, Collaboration and Reflection of instructional practices around WIGs (Teacher release)
2500	LCFF Supplemental 5800: Professional/Consulting Services And Operating Expenditures Lesson Study for Improvement of Learning Outcomes around WIGs (Teacher release)

3800	<p>LCFF Base</p> <p>5000-5999: Services And Other Operating Expenditures</p> <p>Utilize online tools for advancing Literacy, etc. Learning A-Z, Lexia, AR,</p>
4950	<p>LCFF Base</p> <p>1000-1999: Certificated Personnel Salaries</p> <p>Teacher release for planning, assessments, report cards, parent conferences</p>

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Academic Achievement: All students will make academic growth in order to reach mastery of grade level standards, individual goals, and development of the LUSD Student Profile competencies. Schools will set annual goals to improve student outcomes and close achievement gaps.

Goal 2

2019-20 ELA Goal: By May of 2020 75% of Kinder students will be able to add or subtract within 5. By May 2020, 85% of 1st grade students will independently solve a word problem and explain their thinking. Our Winter Gardens and Riverview K-5 School-wide goals are by May 2020, 80% of students taking the SBAC will score at or above standard on the overall mathematics portion of the exam.

Identified Need

Continue the need for high-quality classroom instruction and curriculum supplement is the first step in ensuring student success. Teachers need opportunities for collaboration in order to plan, pace and strategize on how to best serve all of their students to ensure a high academic achievement. In addition, students who fall behind will need extra support, interventions, to help keep them engaged and successful in school. We will need to constantly monitor intervention programs and results from data to determine their effectiveness and respond accordingly.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Smarter Balanced Assessment (SBAC) in Math	Smarter Balanced Assessment (SBAC) in Math	Smarter Balanced Assessment (SBAC) in Math
Everyday Math Trimester Unit Assessment	Everyday Math Trimester Unit Assessment	Everyday Math Trimester Unit Assessment

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students in Kinder and all students in 1st, which is our entire school population.

Strategy/Activity

At least twice a week, all kindergarten students will complete a number sense activity. All Kindergarten student create and consistently use a visual to represent math symbols (+/-/=). All 1st grade will use Engage NY word problems 1 time per week and teach math vocabulary for addition/subtraction.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

6799	Unrestricted Lottery 0000: Unrestricted Continuous Opportunities for Interventions (Twice a week intervention Teacher to support with targeted groups)
3709	LCFF Supplemental 4000-4999: Books And Supplies School Materials & Supplies
3000	LCFF Base 4000-4999: Books And Supplies Online support programs
0	Continuous differentiation of instruction, regular analyzing of student work, regular assessments in Mathematics (Classroom and PLCs)

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Social-Emotional Wellbeing: Students will receive classroom and non-classroom support that enables them to thrive socially and emotionally. Schools will set annual goals to improve the social-emotional wellbeing of students.

Goal 3

Increase Students' Socio-Emotional Health

Identified Need

Continue the need for a multi-tiered framework to make our school more effective places. PBIS and school counselor are integral part of the whole system that establishes a social culture and the behavior supports needed to improve social, emotional, behavioral, and academic outcomes for all students.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California Healthy Kids Survey	2018-19 California Healthy Kids Survey Result	Improved 2019-20 California Healthy Kids Survey results
Attendance Records	2018-19 June attendance data	Reduction in number of absences for 2019-20 school year
Office Referrals	Create baseline/collecting data	Create baseline/collecting data

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Counseling services for students (Tier 1, 2) @ WG 1 day a week

Tier 1: is whole classroom lessons. This year WG is focusing on our keys of excellence.

Tier 2: is small group and push-in. Small groups will start when the need is there. Support staff offers push-in to address academic and social/emotional needs of a group of targeted students (Students with IEPs) as well as the rest of the class. Benefit to the teacher is students receive Tier 2 supports for all students.

Also, in order provide classroom collaboration and foster a world view of working together and learning together, students prepare for and celebrate International Fair: During this time students

research their assigned countries and present their research in class to celebrate the different cultures around the world, fostering a pride in ourselves and our work at a trilingual immersion school. The geography of each class' countries, along with their countries' popular cuisine, holidays, festivals, clothing, the system of education, sports, and language are all studied as students use reference books and teacher-selected websites to gain information that could ultimately be used to create a reports/projects. Students spend lots of time in class using Internet resources and library books to collect information on their assigned countries.

K - North America

1 - Africa

2 - Central America/Caribbean

3 - Asia

4 - Europe

5 - South America

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

	1000-1999: Certificated Personnel Salaries Paid by the District
3825	Unrestricted Lottery 1000-1999: Certificated Personnel Salaries Spanish Enrichment & Intervention (A staff member who breaks the target language)
3000	LCFF Base 2000-2999: Classified Personnel Salaries Mandarin Enrichment (A staff member who breaks target language who works with our students)
500	LCFF Base 4000-4999: Books And Supplies School Materials & Supplies
0	None Specified

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Goal 4

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Goal 5

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$46,758.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
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Subtotal of additional federal funds included for this school: \$

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
	\$0.00
LCFF Base	\$22,625.00
LCFF Supplemental	\$6,209.00
Unrestricted Lottery	\$17,924.00

Subtotal of state or local funds included for this school: \$46,758.00

Total of federal, state, and/or local funds for this school: \$46,758.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
LCFF Base	37,194.00	14,569.00
LCFF Supplemental	4,722.10	-1,486.90
Unrestricted Lottery	31,114.30	13,190.30

Expenditures by Funding Source

Funding Source	Amount
	0.00
LCFF Base	22,625.00
LCFF Supplemental	6,209.00
Unrestricted Lottery	17,924.00

Expenditures by Budget Reference

Budget Reference	Amount
0000: Unrestricted	14,099.00
0001-0999: Unrestricted: Locally Defined	2,500.00
1000-1999: Certificated Personnel Salaries	8,775.00
2000-2999: Classified Personnel Salaries	3,000.00
4000-4999: Books And Supplies	12,084.00
5000-5999: Services And Other Operating Expenditures	3,800.00
5800: Professional/Consulting Services And Operating Expenditures	2,500.00
None Specified	0.00

Expenditures by Budget Reference and Funding Source

Budget Reference

Funding Source

Amount

		0.00
None Specified		0.00
0001-0999: Unrestricted: Locally Defined	LCFF Base	2,500.00
1000-1999: Certificated Personnel Salaries	LCFF Base	4,950.00
2000-2999: Classified Personnel Salaries	LCFF Base	3,000.00
4000-4999: Books And Supplies	LCFF Base	8,375.00
5000-5999: Services And Other Operating Expenditures	LCFF Base	3,800.00
4000-4999: Books And Supplies	LCFF Supplemental	3,709.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF Supplemental	2,500.00
0000: Unrestricted	Unrestricted Lottery	14,099.00
1000-1999: Certificated Personnel Salaries	Unrestricted Lottery	3,825.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	25,925.00
Goal 2	13,508.00
Goal 3	7,325.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

2 School Principal

3 Classroom Teachers

1 Other School Staff

8 Parent or Community Members

Name of Members	Role
Hee-Jin Peterson	Principal
Grace Cox	Principal
Maria Llamas	Classroom Teacher
Jodi Stein	Classroom Teacher
Cecilia Ochoa	Classroom Teacher
Jessica Falk-Michelli	Parent or Community Member
Tennylle Carnes	Parent or Community Member
Nicole Magnum	Parent or Community Member
Christina Thoren	Parent or Community Member
Jerika Soule	Parent or Community Member
Tennylle Carnes, Alternate	Parent or Community Member
Ai Ybarrondo	Parent or Community Member
Melissa Chipp	Parent or Community Member
Marisa Robertson	Other School Staff

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

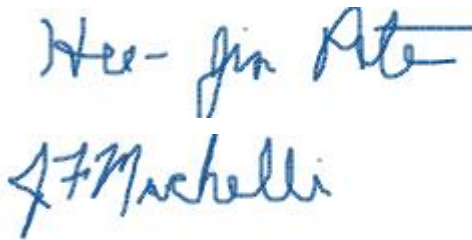
Signature	Committee or Advisory Group Name
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The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 12/2/2019.

Attested:

The image shows two handwritten signatures in blue ink. The top signature is 'Hee-Jin Peterson' and the bottom signature is 'Jessica Falk-Michelli'.

Principal, Hee-Jin Peterson on 12/2/2019
--

SSC Chairperson, Jessica Falk-Michelli on 12/2/2019

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

[Stakeholder Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Description

Briefly describe the school's plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**asurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the “Goal #” for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school’s identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school’s identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency's budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- **Total Funds Provided to the School Through the Consolidated Application:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
 - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. use methods and instructional strategies that:
 - i. strengthen the academic program in the school,
 - ii. increase the amount and quality of learning time, and
 - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceusesinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceusesinvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019

LAKESIDE UNION SCHOOL DISTRICT

Governing Board Meeting Date: January 16, 2020

Agenda Item:

2018-19 SARC (School Accountability Report Card) Plans for all LUSD sites

Background (Describe purpose/rationale of the agenda item):

The CDE requires School Board approval of our annual SARCs before the publishing deadline of February 1, 2020.

Fiscal Impact (Cost):

None

Funding Source:

N/A

Recommended Action:

- | | |
|---|--|
| <input type="checkbox"/> Informational | <input type="checkbox"/> Denial |
| <input type="checkbox"/> Discussion | <input type="checkbox"/> Ratification |
| <input checked="" type="checkbox"/> Approval | <input type="checkbox"/> Explanation: Click here to enter text. |
| <input type="checkbox"/> Adoption | |

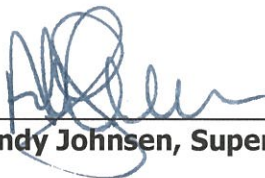
Originating Department/School: Ed. Services

Submitted/Recommended By:

Approved for Submission to the Governing Board:



Principal/Department Head Signature



Dr. Andy Johnsen, Superintendent

Reviewed by Cabinet Member



This form must be typed written and have all signatures before it will be placed on the agenda. All agenda item requests must be submitted for approval 10 days prior to the board meeting.



Eucalyptus Hills Elementary School

11838 Valle Vista Road • Lakeside, CA 92040 • 619-390-2634 • Grades P-K

Mrs. Hee-Jin Peterson, Principal

hjpeterson@lsusd.net

<http://www.lsusd.net/Domain/271>

2018-19 School Accountability Report Card Published During the 2019-20 School Year



Lakeside Union School District

12335 Woodside Avenue

Lakeside, CA 92040

619-390-2600

www.lsusd.net

District Governing Board

John Butz

Holly Ferrante

Andrew Hayes

Bonnie LaChappa

Rhonda Taylor

District Administration

Dr. Andy Johnsen

Superintendent

Dr. Kim Reed

**Assistant Superintendent of
Educational Services**

Erin Garcia

**Assistant Superintendent of
Business Services**

School Description

Eucalyptus Hills is a Transitional Kindergarten school consisting of 5 classrooms. We have two classrooms of 90/10 Spanish Immersion and three classrooms of traditional English instruction. All 5 classrooms collaborate daily and move the school forward with the vision that all EH students are "our students" rather than the ones on our roster. We are dedicated to providing our students with the foundational behavioral and academic skills necessary to prepare our students for Kindergarten. We utilize School-Wide Positive Behavior Interventions and Supports (SWPBIS) in which we explicitly teach our students the behavioral expectations they need to be safe, respectful and responsible. In addition to SWPBIS, we also utilize the Sanford-Harmony Social Skills programs to teach our students cooperation, empathy and effective communication. We provide our students with a rigorous but age-appropriate academic instruction that prepares our students for the demands of Kindergarten. We are also equally dedicated to allowing our students the time to explore their environment, enhance their curiosity and imagination through play. Our play-based learning supports student literacy, math and science cognition, and social-emotional well-being.

Our mission at Eucalyptus Hills is to develop solid behavioral and academic foundational skills for all students.

Our vision is that all Eucalyptus Hills students will be enthusiastic, confident, cooperative learners, and actively engaged in their own learning.

About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	116
Total Enrollment	116

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	2.6
Asian	0.9
Filipino	0.9
Hispanic or Latino	33.6
White	58.6
Two or More Races	3.4
Socioeconomically Disadvantaged	37.1
English Learners	5.2
Students with Disabilities	7.8
Foster Youth	0.9

A. Conditions of Learning

State Priority: Basic

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;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials for Eucalyptus Hills	17-18	18-19	19-20
With Full Credential	5	5	5
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Lakeside Union School	17-18	18-19	19-20
With Full Credential	♦	♦	235
Without Full Credential	♦	♦	5
Teaching Outside Subject Area of Competence	♦	♦	1

Teacher Misassignments and Vacant Teacher Positions at Eucalyptus Hills Elementary School

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

* Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

Textbooks and Instructional Materials

Year and month in which data were collected:

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	n/a

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements (Most Recent Year)

The school was built in the early 1960s and has seen several programs on campus in the last 15 years. Six years ago EH became the exclusive TK program for the district. It was recently painted by the district. Buildings and restrooms are clean, well-equipped, and in good working order. We have a small playground with new equipment added this year and a large field. Our site is currently looking into adding additional shading space, new storage space and possible adding a restroom for the office.

To determine the condition of our facilities, our district sent experts from our facilities team to perform an inspection using a survey called the Facilities Inspection Tool, which is issued by the Office of Public School Construction.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: January, 2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Exemplary	

B. Pupil Outcomes

State Priority: Pupil Achievement

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 alternate 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 education sequences or programs of study

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA						

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment 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 CAAs divided by the total number of students who participated in both assessments.

School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students				

Note: ELA test results include the Smarter Balanced Summative Assessment 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 CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: 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.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

State Priority: Other Pupil Outcomes

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

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5			

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

School Year 2018-19 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students				

Note: Mathematics test results include the Smarter Balanced Summative Assessment 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 CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: 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.

C. Engagement

State Priority: Parental Involvement

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

Opportunities for Parental Involvement (School Year 2019-20)

Parents are a vital component of our academic success. Parent volunteers, in and out of the classroom, provide invaluable support to our teachers and students. We have multiple programs that provide opportunities for our families to be active members of our school community. One such opportunity is Community Helpers Month. Community Helpers Month gives our parents the opportunity to talk to our students about their professional careers. We had military, paramedics, law enforcement, fire department and other professions represented. We have an active Booster and Garden Club. Parent positions on the School Site Council are filled by an election. We keep our parents informed about upcoming events, district updates, classroom bulletins, flyers, etc. through Illuminate (in both English and Spanish) and Coffee Talk with the Principal. We, at Eucalyptus Hills, understand the importance of our parents and are always seeking ways to collaborate with them and to include them as much as possible.

State Priority: School Climate

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.

School Safety Plan

The safety of our students and staff is of utmost importance at Eucalyptus Hills. Secure gates, traffic flow, mandated visitor sign-in, lunch/recess rotations, and pick-up procedures are all determined with school safety in mind. Eucalyptus Hills is an active member of the Community Safety Committee that reviews communal safety protocol twice a year. In addition, our school partners with local fire and law officials to conduct assemblies on safety and emergency protocol. Our School Site Safety Committee is composed of the following members: 1) The principal, 2) A teacher representative, 3) At least one parent/guardian whose child attends the school, 4) One classified employee, 5) Other members if desired. (Ed Code 35294.1) This team oversees the School Safety Plan.

Eucalyptus Hills has a comprehensive School Safety Plan which serves as a unified tool that guides all parties in the event of a school emergency. The School Safety Plan is revised and reviewed by the Eucalyptus Hills Staff members at the beginning of each school year. Staff members and students practice the safety procedures outlined in the School Safety Plan to effectively and immediately respond to a natural disaster or threat. We have monthly safety drills where we practice the procedures outlined in our safety plan. Our students and school staff also meet with our local fire department and sheriff's department to promote school wide safety.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	0.0	0.0	0.0
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	1.3	2.8	3.0
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselor*	.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 percent of full time.

Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	.1
Other	

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	24		5		22		5		24		5	
Other**												

*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.

Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement			10

Professional development for the previous school years focused on the development of Transitional Kindergarten Standards and the correlating trimester benchmark assessments. The Eucalyptus Hills (EH) teachers meet in Professional Learning Communities (PLC) on a weekly basis to review student progress through common assessments. EH teachers attended a Sanford Harmony program training in addition to ongoing professional development for School Wide Positive Behavior Interventions and Supports. Professional development in the 2019-2020 school year will focus on the exploration, research, and implementation of play-based learning experiences for our students. The EH teachers have conducted research reviews on the importance of play for children and will be attending the Southern California Kindergarten conference to further develop their expertise. In addition, EH teachers engage in district-wide professional development focused on our student profile and continues in ongoing development in Math Transformations.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$48,827	\$49,378
Mid-Range Teacher Salary	\$72,652	\$77,190
Highest Teacher Salary	\$108,864	\$96,607
Average Principal Salary (ES)	\$116,656	\$122,074
Average Principal Salary (MS)	\$126,698	\$126,560
Average Principal Salary (HS)	\$0	\$126,920
Superintendent Salary	\$199,638	\$189,346

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	38%	36%
Administrative Salaries	5%	6%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	8634	0	8634	85612
District	N/A	N/A	7652	\$74,595.00
State	N/A	N/A	\$7,506.64	\$77,619.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	12.1	-37.1
School Site/ State	-3.0	-40.3

Note: Cells with N/A values do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

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.

Lakeside Farms Elementary School

11915 Lakeside Ave • Lakeside, CA 92040-0578 • (619) 390-2646 • Grades K-5

Jim Rosa, Principal

jrosa@lsusd.net

<http://www.lsusd.net/domain/299>

2018-19 School Accountability Report Card Published During the 2019-20 School Year



Lakeside Union Elementary School District

12335 Woodside Ave.
Lakeside, CA 92040-0578
(619) 390-2600
www.lsusd.net

District Governing Board

John Butz

Holly Ferrante

Andrew Hayes

Bonnie LaChappa

Rhonda Taylor

District Administration

Dr. Andy Johnsen
Superintendent

Dr. Kim Reed
Assistant Superintendent of
Educational Services

Erin Garcia
Assistant Superintendent of
Business Services

School Description

The Lakeside Farms staff will provide an enjoyable place for all students to achieve a comprehensive curriculum integrating ARTS, HUMANITIES and The SCIENCES.

All staff will take responsibility for students' academic, emotional, physical, and social success.

At Lakeside Farms, we take pride in providing an outstanding education for our students. Our mission is to make each day a day of learning and growth for every child. Below are some areas of Cougar Pride:

Lakeside Farms was named an Honor Roll School by the Campaign for Business and Educational Excellence (CBEE) for 2014, 2015 and once again for 2016. Each year, CBEE presents this award to individual schools that have excelled in raising student achievement and closing achievement gaps.

We were also named a 2010-2014 California Distinguished School under the Older California Assessment model. Less than eight (8) percent of elementary schools in the state of California received this prestigious award.

Our students continue to achieve academically under the new California Assessment of Student Performance and Progress (CAASPP) System.

We have well-rounded Arts programs with a variety of opportunities for our students. In addition to the arts instruction provided by the classroom teachers, our students benefit from the following additional programs: K - Exploratory Art Introduction, 1st grade - Choral Music, 2nd grade - visual arts, 3rd grade - flutophones, 4th grade - square dancing, and 5th grade - dance. Also, we offer band and orchestra to interested 5th grade students.

The Lakeside Farms PTA offers a variety of enjoyable activities for our parents and students including our Halloween Carnival, Family Reading Night, Turkey Trot and many more activities. Our PTA is also proud to have transitioned to non food-based fundraisers such as our Jog-a-thon. Our PTA provides funds for student programs, field trips and assemblies during the year.

The San Diego County Board of Supervisors recognized our school with Lakeside Farms Day in the county in recognition of our programs, awards, and student success.

Jim Rosa, PRINCIPAL

About the SARC

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- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	102
Grade 1	122
Grade 2	91
Grade 3	108
Grade 4	116
Grade 5	116
Total Enrollment	655

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	10.1
American Indian or Alaska Native	1.2
Asian	1.4
Filipino	2.7
Hispanic or Latino	23.2
Native Hawaiian or Pacific Islander	0.3
White	59.4
Two or More Races	1.7
Socioeconomically Disadvantaged	45
English Learners	4.7
Students with Disabilities	19.1
Homeless	0.2

A. Conditions of Learning

State Priority: Basic

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;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials for Lakeside Farms	17-18	18-19	19-20
With Full Credential	32	33	34
Without Full Credential	0	1	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Lakeside Union	17-18	18-19	19-20
With Full Credential	♦	♦	235
Without Full Credential	♦	♦	5
Teaching Outside Subject Area of Competence	♦	♦	1

Teacher Misassignments and Vacant Teacher Positions at Lakeside Farms Elementary School

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

* Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

The main fact about textbooks that the Williams legislation calls for described whether schools have enough books in core classes for all students. The law also asks districts to reveal whether those books are presenting what the California Content Standards call for.

Textbooks and Instructional Materials

Year and month in which data were collected: 10/2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Reading: Wonders, McGraw-Hill; adopted in 2013 Maravillas, McGraw-Hill; adopted in 2015 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	Everyday Math, McGraw-Hill; adopted in 2015 Matematicas Diarias, McGraw-Hill; adopted in 2015 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	Discovery Works (K-3), Houghton Mifflin adopted in 2002 Science California (4-5), Houghton Mifflin; adopted in 2007 Full Option Science System Science and Technology for Children The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	History Social Science for California, Scott Foresman; adopted in 2006 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements (Most Recent Year)

Students and staff take pride in the appearance of Lakeside Farms and it shows. Partnering with our District Maintenance team and our student led, "Cougar Cleaners," our grounds are well-maintained and our school is proud of its appearance.

We work hand-in-hand with our Maintenance Department to report any needs. These needs are always handled quickly and efficiently.

To determine the condition of our facilities, our district sent experts from our facilities team to perform an inspection using a survey called the Facilities Inspection Tool, which is issued by the Office of Public School Construction.

Based on that survey, we've answered the questions you see on this report. Please note that the information reflects the condition of our buildings as of the date of the report. Since that time, those conditions may have changed.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: January, 2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	Continuing problems with the HVAC system in the Shelter.
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	Partitions in restrooms need replacement.
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Fair	Roof needs replacement.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Touched up paint on portables.
Overall Rating	Exemplary	

B. Pupil Outcomes

State Priority: Pupil Achievement

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 alternate 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 education sequences or programs of study

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	58	57	53	53	50	50
Math	48	45	41	41	38	39

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment 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 CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

State Priority: Other Pupil Outcomes

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

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5			

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	342	328	95.91	56.71
Male	169	162	95.86	46.91
Female	173	166	95.95	66.27
Black or African American	27	23	85.19	52.17
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	79	74	93.67	50.00
Native Hawaiian or Pacific Islander	--	--	--	--
White	212	208	98.11	59.62
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	142	133	93.66	50.38
English Learners	33	29	87.88	51.72
Students with Disabilities	77	71	92.21	15.49
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment 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 CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: 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 Year 2018-19 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	342	328	95.91	45.12
Male	169	162	95.86	43.83
Female	173	166	95.95	46.39
Black or African American	27	23	85.19	43.48
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	79	74	93.67	37.84
Native Hawaiian or Pacific Islander	--	--	--	--
White	212	208	98.11	48.08
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	142	133	93.66	42.86
English Learners	33	29	87.88	41.38
Students with Disabilities	77	71	92.21	12.68
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment 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 CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: 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.

C. Engagement

State Priority: Parental Involvement

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

Opportunities for Parental Involvement (School Year 2019-20)

We welcome parents to volunteer on campus in any number of capacities. Each and every day we have parent volunteers in our classrooms enhancing the educational experience for our students. Interested parents may contact their child's teacher or the principal about volunteer opportunities.

At Lakeside Farms, we offer a parent engagement program. The Operating principle is inclusion — reaching across all parent groups and bringing them together in support of their common interest in helping children succeed. Our trained facilitators lead interactive sessions for parent participants based on developed curriculum. The sessions include individual and group activities, art activities and discussions. These allow opportunities for parents to build relationships with each other, their child(ren) and with school and district leaders.

Lakeside Farms also features a reading support program called Everyone A Reader (EAR). Volunteers are matched up with emerging readers to support them as they grow in their reading ability. We also have a Helping Hands program through our PTA. Interested volunteers check in to the office where teachers leave projects and directions for our volunteers to complete.

Our PTA continuously looks to add volunteers to our program. If you are interested or available to help, please contact our school office manager, Jennifer Davic at (619) 390-2646.

We love that our parents and community members take an active role at their school.

State Priority: School Climate

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.

School Safety Plan

Student safety is an important goal at Lakeside Farms. We teach our students about several important character traits through our Positive Behavior Interventions and Supports (PBIS) Character Education program. Students are recognized at school for making wise choices in the classroom and on the playground in relation to these three character traits (Safe, Responsible and Respectful). We continuously communicate good character virtues to our students with the goal of producing honorable citizens.

Our campus is safe and secure for our students. Many parents accompany their children to school each day and several stay to volunteer in classrooms. All visitors to our campus are required to sign in and out each day, so that we may have an accurate count of everyone at all times.

Our School Safety Plan is updated each year. We practice several drills annually: earthquake, fire, and lockdown/secure campus. Our staff and students perform each of these drills with careful attention so that we may be ready if or when an emergency occurs. Our goal is to keep all students, volunteers and staff safe.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	0.0	0.7	0.7
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	1.3	2.8	3.0
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselor*	655.0

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.0
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	3.0
Other	.2

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	23		4		22	1	5		25		4	
1	24		4		24		4		23		5	
2	22		5		24		4		23		4	
3	20	1	5		21	1	5		23	1	4	
4	27		3		30		4		29		4	
5	25	1	4		26	1	3		25	1	4	
Other**	11	1							12	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.

Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	12	12	12

Teachers take some time each year to improve their teaching skills and to extend their knowledge of the subjects they teach. Math and Writing are the two primary/major areas of focus for the staff due to the data we received from our site and state assessments. Teachers will attend conferences, trainings and after-school workshops. In-class coaching and time for weekly collaboration is provided to assist teachers throughout the school year.

Across the District:

SCIENCE –

The primary areas of focus for staff and administrator development have been related to the adoption of the Next Generation Science Standards (NGSS) and moving teachers and administrators into implementation. Focus areas include: 1) Building leadership capacity, 2) Scaling up Professional Learning and Support to include all district teachers, 3) Planning instruction aligned to the Next Generation Science Standards, 4) Collaborative planning tools for instruction, and 5) Addressing supplemental instructional materials.

Professional development needs were determined via district-wide Needs Assessment Surveys, LUSD Core Leadership Team/California Next Generation Science Standards Early Implementation Initiative, and feedback data collected via prior professional learning events in the district.

Professional Learning for the 2019-20 school year will address all levels/cohorts of teachers and administrators in the district through continued leadership, pedagogy, and content training. This will occur primarily through science lesson study for all TK-8 teachers of science to include MS ELA teachers, an intensive summer institute, district Professional Development days, and a review of publisher materials.

Core Leadership Team and established Teacher Leaders will continue to receive training in the areas of Leadership, Facilitation of Professional Learning for their peers, and deepening understanding of NGSS innovations, planning, and pedagogy via the NGSS Early Implementation Initiative Program. "Expansion" (all other district teachers) teachers will be provided NGSS professional learning facilitated by their district Teacher Leader peers through the established lesson study model, Summer Institute opportunities, and district PD days.

Other opportunities for science professional learning include supplemental material/planning work supported by a CA Regional Environmental Education Community (CREEC) partnership, and instructional material evaluation.

Administrator professional learning will address NGSS innovations, strategies to identify and support high quality science instruction (observations and feedback) and sustainability. This support will occur both on site and through district management meetings via the Early Implementer Initiative.

Next Generation Science Standards Teacher Leaders, Expansion Teachers, and administrators are supported via NGSS Early Implementation Initiative Project Director, on-site Core Leadership Team members and/or Teacher Leaders.

MATH –

LUSD focused on mathematics as a professional development goal in response to low performance scores on the CAASPP and to support teachers in the Common Core Standards for Mathematics.

Professional development in mathematics is delivered in three primary ways: 1) Workshops (after school, on professional growth days, and during teacher release time), 2) Individual and small group site-based coaching/mentoring, and 3) Conference attendance.

Teachers are supported in refining their mathematics instruction and use of curriculum materials through: 1) Workshops focused on the content and pedagogy relevant to the math content they teach, vertical progression of content, and the Common Core content and practice standards 2) Workshops/guided collaboration focused on unit and lesson design with their curriculum materials (within school and cross-school), 3) In-class coaching both in one-on-one and small groups, and 4) Lesson Study in grade-level groups. Additionally, principals attend all teacher professional learning activities and receive additional training from a leadership perspective.

Social/Emotional/Behavioral Support -

Social-emotional learning and support and behavioral support are focus areas in the 19-20 school year.

PBIS remains in place at all sites. School Counselors continue the work of supporting the social and emotional needs of students. Two Behavior Specialists and two Behavior Intervention Aides are also available to support students with the most intensive behavioral needs. Two MTSS Teachers on Special Assignment (TOSAs) were added to support the development of social/emotional/behavioral intervention systems at four of our Elementary sites.

Professional Development and Coaching have focused on Conscious Classroom Management strategies. Conscious Classroom Teaching provides teachers with professional development and coaching on Tier I and II behavioral strategies. MTSS TOSAs are also available to coach on classroom management strategies and student behavior plans.

Leadership -

Lakeside Union School District continues to support principal growth through Professional Development and has deepened our support of teacher leaders in the 2018-2019 school year. Teacher leaders (Facilitators) from each site received training in mentoring and coaching as well as content support in mathematics and 21st Century Learning. The Facilitators, in turn, provide on-site coaching to their respective staffs.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$48,827	\$49,378
Mid-Range Teacher Salary	\$72,652	\$77,190
Highest Teacher Salary	\$108,864	\$96,607
Average Principal Salary (ES)	\$116,656	\$122,074
Average Principal Salary (MS)	\$126,698	\$126,560
Average Principal Salary (HS)	\$0	\$126,920
Superintendent Salary	\$199,638	\$189,346

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	38%	36%
Administrative Salaries	5%	6%

* For detailed information on salaries, see the CDE Certified Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

Types of Services Funded

Lakeside Farms receives state and federal funds to enhance our students' education. These funds are used annually to support our school goals and learning for all. Examples of recent expenditures include: Arts instructors to enhance our well-rounded programs, technology programs to support student learning, a Bilingual aide to support our non-English speaking students, and much more.

Each year, our School Site Council (SSC) meets to discuss our target areas of improvement and develop a plan to support those areas. The SSC is comprised of the principal, teachers, and parents who share the goal of improving our school and our students' performance.

To make comparisons possible across schools and districts of varying sizes, we first report our overall spending per student. We base our calculations on our average daily attendance (ADA).

We've broken down expenditures by the type of funds used to pay for them. Unrestricted funds can be used for any lawful purpose. Restricted funds, however, must be spent for specific purposes set out by legal requirements or the donor. Examples include funding for instructional materials, economic impact aid, and teacher and principal training funds.

Next to the figures for the district and state averages, we show the percentage by which the school's spending varies from the district and state averages.

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	7962	72	7889	75388
District	N/A	N/A	7652	\$74,595.00
State	N/A	N/A	\$7,506.64	\$77,619.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	3.0	11.1
School Site/ State	-11.8	7.8

Note: Cells with N/A values do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

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.

Lakeside Middle School

11833 Woodside Ave • Lakeside, CA 92040 • (619) 390-2636 • Grades 6-8

Steve Mull, Principal

smull@lsusd.net

<http://www.lsusd.net/Domain/164>

2018-19 School Accountability Report Card Published During the 2019-20 School Year



Lakeside Union School District

12335 Woodside Ave

Lakeside, CA 92040

(619) 390-2600

<http://www.lsusd.net/site/default.aspx?PageID=1>

District Governing Board

John Butz

Holly Ferrante

Andrew Hayes

Bonnie LaChappa

Rhonda Taylor

District Administration

Dr. Andy Johnsen

Superintendent

Dr. Kim Reed

**Assistant Superintendent of
Educational Services**

Erin Garcia

**Assistant Superintendent of
Business Services**

School Description

Lakeside Middle School, located on the western edge of Lakeside, just south of Highway 67, is one of two community middle schools located in this semi-rural town of over 60,000 residents. Lakeside Middle School provides a challenging learning environment for sixth, seventh, and eighth grades. Lakeside Middle School was recognized in 2014-2015 as a Gold Ribbon School with an exemplary arts designation. Our students work with staff in a positive environment, which maximizes academic learning. Our oldest building, dedicated in 1937, reflects the rich history and tradition that is associated with Lakeside Middle School. Our campus facilities include a mixture of permanent structures and portables including a woodshop, computer lab, dance studio, art and computer rooms, a library, and boys and girls physical education buildings. The mission of the Lakeside Union School District and Lakeside Middle School is to provide a nurturing and challenging learning environment that is committed to the development of each student's: love of learning; academic, vocational and social skills; respect for self and others; appreciation for the arts; sense of responsibility and recognition of the need for peaceful resolution of conflict. At Lakeside Middle School, we believe that student learning occurs best in an environment where home, school, and students work together.

It is the vision of Lakeside Middle School that all students can learn from an instructional program that provides a quality educational environment that integrates the arts into all curricular areas. Lakeside Middle School's well-rounded visual and performing arts programs compliment the finest academic programs. The academic programs will support students at all levels of ability, and all students will be provided access to the arts. Throughout the curriculum, students will utilize technology. The environment of Lakeside Middle School will support social and emotional well-being of students through character education that promotes integrity, social responsibility, and academic excellence.

Lakeside Middle School offers a wide variety of arts courses including instrumental music, dance, choral music and drama. This arts focus is offered to all students at all three grade levels. Our academic courses offer the highest quality and rigor. All students are taught the advanced English and Math courses, providing challenging opportunities for our students. Project Lead the Way is a pre-engineering program available to students in addition to our advanced science courses and agriculture science classes. LMS is also a full chartered FFA (Future Farmers of America) school, the first fully chartered middle school in California. In addition, students have the opportunity to enroll in beginning through advanced Spanish and Mandarin courses as their elective. All students are issued a school i-pad. Lakeside Middle School also offers a Spanish Immersion program for students that have transferred from an elementary immersion program. The program is currently offered at grades six, seven, and eight. Students in the program are offered two periods immersed in Spanish, history, and literature. The Lakeside School District Board of Trustees has authorized a "Pathways Seal of Biliteracy" or an "Exemplary Arts Designation" for qualifying students on eighth grade diplomas.

Steve Mull, PRINCIPAL

About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	266
Grade 7	267
Grade 8	281
Total Enrollment	814

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	4.8
American Indian or Alaska Native	1
Asian	1.4
Filipino	1
Hispanic or Latino	31.6
Native Hawaiian or Pacific Islander	0.5
White	55.7
Two or More Races	4.2
Socioeconomically Disadvantaged	40.5
English Learners	4.4
Students with Disabilities	12.2
Homeless	0.1

A. Conditions of Learning

State Priority: Basic

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;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials for Lakeside Middle School	17-18	18-19	19-20
With Full Credential	35	33	33
Without Full Credential	1	1	1
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Lakeside Union School	17-18	18-19	19-20
With Full Credential	♦	♦	235
Without Full Credential	♦	♦	5
Teaching Outside Subject Area of Competence	♦	♦	1

Teacher Misassignments and Vacant Teacher Positions at Lakeside Middle School

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

* Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

The main fact about textbooks that the Williams legislation calls for described whether schools have enough books in core classes for all students. The law also asks districts to reveal whether those books are presenting what the California Content Standards call for.

Textbooks and Instructional Materials

Year and month in which data were collected: 10/2018

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Open Education Resources The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	CPM, adopted in 2018-19 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	Amplify Science - Pilot Program Focus on Earth, Life and Physical Science, CPO Science; adopted in 2007 Investigating Earth Systems, InterActions in Physical Science; adopted in 2007 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	Discovering Our Past, McGraw Hill Glencoe; adopted in 2006 History Alive! California Middle School Program, Teachers' Curriculum Institute; adopted in 2006 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Foreign Language	Chinese Wonderland & Singapore Chinese; both adopted in 2013 The textbooks listed are from most recent adoption: Yes

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements (Most Recent Year)

Lakeside Middle School has a rich history in our community. It was opened in 1917 as a high school with the oldest building, built in 1937, still standing. Despite the age, the building is in fine condition and is well maintained by our maintenance department. Other buildings were added through the decades including physical education rooms, a complete woodshop, a multipurpose room, a band room, and a library. The cooking classroom has been converted to a choral music and dance classroom.

Beginning in April 2011, Lakeside Middle School received six million dollars in upgrades from a bond initiative that was passed by voters. The remodeling was completed in January, 2012.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: January, 2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Fair	
Interior: Interior Surfaces	Fair	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Fair	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Good	

B. Pupil Outcomes

State Priority: Pupil Achievement

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 alternate 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 education sequences or programs of study

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	58	54	53	53	50	50
Math	38	34	41	41	38	39

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment 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 CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

State Priority: Other Pupil Outcomes

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

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5			

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	816	786	96.32	54.45
Male	395	382	96.71	48.17
Female	421	404	95.96	60.40
Black or African American	39	36	92.31	41.67
American Indian or Alaska Native	--	--	--	--
Asian	11	11	100.00	63.64
Filipino	--	--	--	--
Hispanic or Latino	258	252	97.67	50.40
Native Hawaiian or Pacific Islander	--	--	--	--
White	450	432	96.00	56.71
Two or More Races	37	35	94.59	60.00
Socioeconomically Disadvantaged	340	330	97.06	41.82
English Learners	64	61	95.31	19.67
Students with Disabilities	99	91	91.92	10.99
Foster Youth	--	--	--	--
Homeless	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment 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 CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: 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 Year 2018-19 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	815	779	95.58	34.06
Male	395	381	96.46	35.53
Female	420	398	94.76	32.66
Black or African American	39	36	92.31	27.78
American Indian or Alaska Native	--	--	--	--
Asian	11	11	100.00	36.36
Filipino	--	--	--	--
Hispanic or Latino	257	250	97.28	27.20
Native Hawaiian or Pacific Islander	--	--	--	--
White	450	427	94.89	37.56
Two or More Races	37	35	94.59	45.71
Socioeconomically Disadvantaged	340	326	95.88	23.08
English Learners	64	62	96.88	9.68
Students with Disabilities	99	91	91.92	2.20
Foster Youth	--	--	--	--
Homeless	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment 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 CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: 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.

C. Engagement

State Priority: Parental Involvement

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

Opportunities for Parental Involvement (School Year 2019-20)

Parents are valued members of the LMS school community and actively work with Lakeside Middle School staff to create a safe, positive climate for student achievement. They serve as members of PTSA, School Site Council, English Learner Advisory Committee, District English Learner Advisory Committee, District Advisory Committees, Schools of the Future Committee and the District Safety Committee.

Our Dynamic PTSA leaders advocate for student achievement, school safety, and parent involvement. Goals include supporting the health, safety, and well-being of students through programs and materials, increasing parent involvement, and volunteerism by providing monthly family events that encourage parent-child interaction and supporting arts and science enrichment that sets Lakeside Middle School above other campuses.

Parent involvement and support of student performances in dance, art, theater, band, orchestra, FFA, and athletics programs are key to our success! In addition to monthly events for families, Parent Orientation, Open House, Parent Education workshops, parent teacher conferences, Student Study Team meetings, Career Day, Farm Day, Eye on Science Week, Chinese New Year Celebration, International Fair, and field trips are a few of the opportunities for parents to actively participate in and to learn about their students progress, school curriculum, and instruction. Parents volunteer in our library, participate as guest speakers, serve as noon supervisors at the start of the school year to help orient new and returning students, chaperone dances and can often be seen on weekends assisting in our arts and science programs. Parent volunteers are on campus every day working in classrooms and with students. Home-school communication is facilitated through weekly email blasts, phone contacts, the daily use of student planners, newsletters, Homework Hotline, our school and district website, and Jupitergrades. Jupitergrades provides a secure password-protected grade book communication program, to give parents access to current grades and homework online, to further support student learning and communication.

State Priority: School Climate

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.

School Safety Plan

The LMS School Safety Plan, revised annually, is a part of a regional East County safety grant and a collaboration with law enforcement, fire, and community-school leaders to ensure that all school sites from kindergarten through 12th grade communicate using consistent procedures. We conduct monthly fire, earthquake, lockdown, and campus security procedures and discuss safety procedures in classes and assemblies. Updated safety procedures are posted near each office phone and in each classroom.

Teaching staff and administration move about the campus, checking student passes, monitoring restrooms, directing campus visitors and alerting the office of potential concerns. Administrators are visible during high-density periods and remain on campus in the evening following dismissal to ensure that each student has exited the campus safely or arrived at their afterschool program. Cameras installed throughout the campus add to the safe campus atmosphere. The double lunch schedule has reduced crowding at lunch, increased the ratio of supervisors to students, and enhanced safety.

The LMS PTSA will help support all LMS students by providing programs, assemblies, and the proper items and materials that relate to the well-being and safety of our students. They have purchased a defibrillator for the school, and emergency backpacks and cases of water for each classroom. The LMS PTSA sponsored the nationally recognized Rachel's Challenge program based on the life and writings of Rachel Scott, the first victim of the Columbine school shooting. This powerful program is continuing through peer training to inspire, equip, and empower students to make a difference in their world through leadership and social-emotional skill training. Both programs are further woven into school culture by trained Peer Ambassador Leaders (PALs), who are guided and trained by our school counselor and work with fellow students to help with problem-solving and positive role modeling. These school and community resources have lead to a peaceful learning environment and a feeling of safety among students.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	2.9	6.0	5.9
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	1.3	2.8	3.0
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselor*	.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 percent of full time.

Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	.6
Other	.4

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
6	28	13	22	24	29	13	12	33	28	17	14	19
Other**												

*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.

Average Class Size and Class Size Distribution (Secondary)

Subject	2016-17 Average Class Size	2016-17 # of Classes* Size 1-22	2016-17 # of Classes* Size 23-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-22	2017-18 # of Classes* Size 23-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-22	2018-19 # of Classes* Size 23-32	2018-19 # of Classes* Size 33+
English	24	12	9	6	26	11	10	10	25	11	6	13
Mathematics	23	8	12	4	23	10	13	6	23	11	10	8
Science	28	4	7	7	28	5	7	9	29	6	5	12
Social Science	27	5	9	5	29	4	6	10	27	7	4	11

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement			

Teachers take some time each year to improve their teaching skills and to extend their knowledge of the subjects they teach. Here you'll see the amount of time we set aside for the past three years for their continuing education and professional development.

Across the District:
SCIENCE –

The primary areas of focus for staff and administrator development have been related to the adoption of the Next Generation Science Standards (NGSS) and moving teachers and administrators into implementation. Focus areas include: 1) Building leadership capacity, 2) Scaling up Professional Learning and Support to include all district teachers, 3) Planning instruction aligned to the Next Generation Science Standards, 4) Collaborative planning tools for instruction, and 5) Addressing supplemental instructional materials.

Professional development needs were determined via district-wide Needs Assessment Surveys, LUSD Core Leadership Team/California Next Generation Science Standards Early Implementation Initiative, and feedback data collected via prior professional learning events in the district.

Professional Learning for the 2018-2019 school year will address all levels/cohorts of teachers and administrators in the district through continued leadership, pedagogy, and content training. This will occur primarily through science lesson study for all TK-8 teachers of science to include MS ELA teachers, an intensive summer institute, district Professional Development days, and a review of publisher materials.

Core Leadership Team and established Teacher Leaders will continue to receive training in the areas of Leadership, Facilitation of Professional Learning for their peers, and deepening understanding of NGSS innovations, planning, and pedagogy via the NGSS Early Implementation Initiative Program. "Expansion" (all other district teachers) teachers will be provided NGSS professional learning facilitated by their district Teacher Leader peers through the established lesson study model, Summer Institute opportunities, and district PD days.

Other opportunities for science professional learning include supplemental material/planning work supported by a CA Regional Environmental Education Community (CREEC) partnership, and instructional material evaluation.

Administrator professional learning will address NGSS innovations, strategies to identify and support high quality science instruction (observations and feedback) and sustainability. This support will occur both on site and through district management meetings via the Early Implementer Initiative.

Next Generation Science Standards Teacher Leaders, Expansion Teachers, and administrators are supported via NGSS Early Implementation Initiative Project Director, on-site Core Leadership Team members and/or Teacher Leaders.

MATH –

LUSD focused on mathematics as a professional development goal in response to low performance scores on the CAASPP and to support teachers in the Common Core Standards for Mathematics.

Professional development in mathematics is delivered in three primary ways: 1) Workshops (after school, on professional growth days, and during teacher release time), 2) Individual and small group site-based coaching/mentoring, and 3) Conference attendance.

Teachers are supported in refining their mathematics instruction and use of curriculum materials through: 1) Workshops focused on the content and pedagogy relevant to the math content they teach, vertical progression of content, and the Common Core content and practice standards 2) Workshops/guided collaboration focused on unit and lesson design with their curriculum materials (within school and cross-school), 3) In-class coaching both in one-on-one and small groups, and 4) Lesson Study in grade-level groups. Additionally, principals attend all teacher professional learning activities and receive additional training from a leadership perspective.

Social/Emotional/Behavioral Support -

Social-emotional learning and support and behavioral support are focus areas in the 18-19 school year.

PBIS remains in place at all sites. School Counselors continue the work of supporting the social and emotional needs of students. Two Behavior Specialists and two Behavior Intervention Aides are also available to support students with the most intensive behavioral needs. Two MTSS Teachers on Special Assignment (TOSAs) were added to support the development of social/emotional/behavioral intervention systems at four of our Elementary sites.

Professional Development and Coaching have focused on Conscious Classroom Management strategies. Conscious Classroom Teaching provides teachers with professional development and coaching on Tier I and II behavioral strategies. MTSS TOSAs are also available to coach on classroom management strategies and student behavior plans.

Leadership -

Lakeside Union School District continues to support principal growth through Professional Development and has deepened our support of teacher leaders in the 2018-2019 school year. Teacher leaders (Facilitators) from each site received training in mentoring and coaching as well as content support in mathematics and 21st Century Learning. The Facilitators, in turn, provide on-site coaching to their respective staffs.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$48,827	\$49,378
Mid-Range Teacher Salary	\$72,652	\$77,190
Highest Teacher Salary	\$108,864	\$96,607
Average Principal Salary (ES)	\$116,656	\$122,074
Average Principal Salary (MS)	\$126,698	\$126,560
Average Principal Salary (HS)	\$0	\$126,920
Superintendent Salary	\$199,638	\$189,346

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	38%	36%
Administrative Salaries	5%	6%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	7748	99	7649	79436
District	N/A	N/A	7652	\$74,595.00
State	N/A	N/A	\$7,506.64	\$77,619.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	0.0	7.3
School Site/ State	-13.0	4.0

Note: Cells with N/A values do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded

LCFF funds are used in a variety of ways at Lakeside Middle School. In addition to classroom budgets, funds are used to support after-school tutoring and to support arts programs. A portion of the funds go to staff development to keep teachers abreast of the latest innovations in education. A variety of specific programs, such as College and Career Readiness and Project Lead the Way are also funded with these resources. Various technology programs such as Aleks Math, Jupitergrades, Vocabulary.com, Learning Upgrade, and Flocabulary are also funded. A portion of the funds are set aside for special events such as Science Week, Project Lead the Way, our River Park investigations and a variety of field trips.

To make comparisons possible across schools and districts of varying sizes, we first report our overall spending per student. We base our calculations on our average daily attendance (ADA).

We've broken down expenditures by the type of funds used to pay for them. Unrestricted funds can be used for any lawful purpose. Restricted funds, however, must be spent for specific purposes set out by legal requirements or the donor. Examples include funding for instructional materials, economic impact aid, and teacher and principal training funds.

Next to the figures for the district and state averages, we show the percentage by which the school's spending varies from the district and state averages.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

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.



Lakeview Elementary School

9205 Lakeview Rd. • Lakeside, CA 92040 • 619.390.2652 • Grades K-5

Staci Arnold, Principal
sarnold@lsusd.net
www.lsusd.net/lv

2018-19 School Accountability Report Card Published During the 2019-20 School Year



Lakeside Union Elementary School District

12335 Woodside Ave.
Lakeside, CA 92040
619.390.2600
www.lsusd.net

District Governing Board

John Butz

Holly Ferrante

Andrew Hayes

Bonnie LaChappa

Rhonda Taylor

District Administration

Dr. Andy Johnsen
Superintendent

Dr. Kim Reed
Assistant Superintendent of
Educational Services

Erin Garcia
Assistant Superintendent of
Business Services

School Description

The Lakeview Elementary School Community believes that students can reach their highest potential and become lifelong learners through a variety of challenging educational opportunities. Such opportunities include a rigorous standards-based curriculum, differentiated instruction, and visual and performing creative outlets. Our school continues to utilize technology as a tool which promotes critical thinking and discovery, and also makes learning more accessible to each student. Lakeview educators are committed to growing professionally by learning about innovative classrooms and teaching practices. This allows our classrooms to exemplify best teaching practices. Lakeview School enjoys strong support from our parent community. Our teachers, parents, and staff believe in supporting every student attending this school with the means necessary to ensure student success. Lakeview enjoys a strong partnership with our Parent/Teacher Association. The Lakeview PTA offers several fundraising opportunities throughout the year for the purpose of raising funds for the purpose of enhancing the educational experience for our students. PTA funds provide transportation for students to attend off site educational field trips such as the Star of India, BizTown, the Marine Science Floating Lab, etc. PTA also provides educational assemblies for students on topics such as Anti-Bullying, Red Ribbon Week, Science Exploration, Literacy, etc. In addition, our PTA helps to supplement our educational program by providing classroom materials & supplies, educational software and Physical Education equipment.

Lakeview School offers its students a comprehensive program to meet each child's unique academic, physical and emotional needs. Our strong curricular program is a balance of basic skills instruction, critical-thinking activities, active participatory learning and challenging enrichment opportunities meeting all of the California Content Standards. Our utilization of technology is top notch, with a minimum of three online computers in every classroom. Every student in grades 2, 3, 4, and 5 has access to an individual iPad, pre-loaded with standards-based learning content. In the remaining grade levels, students have group sets of iPads to use during the academic day. We incorporate Apple TV technology and curricular enhancements such as Google Classroom in grades K through 5. Online programs allow us to implement an on-site "blended learning" model for our students. In addition, we offer 11 Spanish Immersion classes. These students are taught part of the day in Spanish, and part of the day in English. Students in our immersion program develop life-long advantages by becoming bilingual, bi-literate and culturally competent citizens. We firmly believe in educating the whole student by offering Band and music to students in grades 2-5. All students in Grades K-5 receive the benefit of art instruction offered by trained art specialists through the Art Docent Program. District multiple measures are used to assess the academic progress of each student several times yearly and gauge the overall strength of our academic program. District testing includes the Performance Assessment of Writing Skills, Reading Inventories, (grades 2-5), and the district adopted Reading Assessment (grades K-5). Results of these assessments and more are shared with parents and used as ongoing assessments to modify instruction. Teachers meet weekly at Professional Learning Communities to design instruction to meet the needs of students based on four primary questions: 1) What do we want our students to learn? 2) How will we know when they have learned it? 3) How will we respond when they haven't learned it? 4) How will we respond when they already know it?

We use the previously mentioned data as well as team designed formative assessment data to answer these questions and inform our instruction. Lakeview Elementary School has adopted a Positive Behavior Interventions & Supports (PBIS) program as a means to provide a positive, safe and respectful environment for all members of the school community. After-school enrichment programs for students include: aerobic dance, reading, math, music, and science classes, focusing on various topics, are offered throughout the school year. Leadership opportunities are provided offering students in serving the school community through such means as Safety Patrol, Peace Patrol, and Lakeview Leadership.

Staci Arnold, PRINCIPAL

About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	108
Grade 1	126
Grade 2	123
Grade 3	133
Grade 4	109
Grade 5	121
Total Enrollment	720

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	1
American Indian or Alaska Native	0.8
Asian	0.3
Filipino	1.1
Hispanic or Latino	25.3
Native Hawaiian or Pacific Islander	0.3
White	69.7
Two or More Races	1.5
Socioeconomically Disadvantaged	30.4
English Learners	3.6
Students with Disabilities	16.5
Foster Youth	0.1

A. Conditions of Learning

State Priority: Basic

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;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials for Lakeview Elementary	17-18	18-19	19-20
With Full Credential	35	34	35
Without Full Credential	1	1	0
Teaching Outside Subject Area of Competence	0	0	1

Teacher Credentials for Lakeside Union	17-18	18-19	19-20
With Full Credential	♦	♦	235
Without Full Credential	♦	♦	5
Teaching Outside Subject Area of Competence	♦	♦	1

Teacher Misassignments and Vacant Teacher Positions at Lakeview Elementary School

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

* Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

The main fact about textbooks that the Williams legislation calls for described whether schools have enough books in core classes for all students. The law also asks districts to reveal whether those books are presenting what the California Content Standards call for.

Textbooks and Instructional Materials

Year and month in which data were collected: 10/2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	<p>Reading: Wonders, McGraw-Hill; adopted in 2013</p> <p>Maravillas, McGraw-Hill; adopted in 2015</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0</p>
Mathematics	<p>Everyday Math, McGraw-Hill; adopted in 2015</p> <p>Matematicas Diarias, McGraw-Hill adopted in 2015</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0</p>
Science	<p>Discovery Works (K-3), Houghton Mifflin; adopted in 2003</p> <p>Science California 2007 (4-5), Houghton Mifflin; adopted in 2009</p> <p>Full Option Science System, Delta Education</p> <p>Science and Technology for Children, Carolina Biological</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0</p>
History-Social Science	<p>History Social Science for California, Scott Foresman; adopted in 2006</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0</p>

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements (Most Recent Year)

Lakeview Elementary School opened in September of 1959. Some of our classrooms have been updated and maintained to provide a safe and stimulating learning environment. The Lakeside Union School District team works diligently to ensure that all sites are well-maintained and undergo maintenance on a regular basis. An online system of work orders is implemented to assist in maintenance requests. Sites are cleaned, painted and carpeted on a regular basis. Restrooms and fire alarms systems are also maintained and updated as necessary. Upgraded waterless urinals have been installed in the boy's restrooms to provide sanitation and energy efficiency. Heating and cooling systems are regularly evaluated to ensure energy efficient use. The passing of Proposition V by the Lakeside Community allowed our site to build a new Multi-purpose room and office space and teacher workroom. State of the art office spaces, including a health office, and food service area, provide an energy efficient, attractive and healthy environment for our students. In the summer of 2012, two very old classrooms were torn down and replaced with updated modular classrooms. The Kindergarten playground was rearranged and improved for safety and efficiency. New play equipment was added on both the lower and upper playgrounds that meet safety requirements supported by the JPA. Our school site is cleaned daily and any graffiti removed immediately by custodial staff. Each and every student takes pride in the appearance of their school and incentives are provided for campus beautification.

To determine the condition of our facilities, our district sent experts from our facilities team to perform an inspection using a survey called the Facilities Inspection Tool, which is issued by the Office of Public School Construction.

Based on that survey, we've answered the questions you see on this report. Please note that the information reflects the condition of our buildings as of the date of the report. Since that time, those conditions may have changed.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: January, 2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	Several rooms are having repeat problems with HVAC.
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Fair	P-7 is repaired but needs a new roof.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Exemplary	

B. Pupil Outcomes

State Priority: Pupil Achievement

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 alternate 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 education sequences or programs of study

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	63	65	53	53	50	50
Math	59	58	41	41	38	39

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment 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 CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

State Priority: Other Pupil Outcomes

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

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5			

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	358	345	96.37	64.64
Male	185	177	95.68	63.28
Female	173	168	97.11	66.07
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	84	84	100.00	60.71
Native Hawaiian or Pacific Islander	--	--	--	--
White	254	243	95.67	65.84
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	120	118	98.33	51.69
English Learners	25	24	96.00	54.17
Students with Disabilities	80	74	92.50	25.68
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment 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 CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: 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 Year 2018-19 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	358	345	96.37	58.26
Male	185	177	95.68	58.19
Female	173	168	97.11	58.33
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	84	84	100.00	48.81
Native Hawaiian or Pacific Islander	--	--	--	--
White	254	243	95.67	61.32
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	120	118	98.33	45.76
English Learners	25	24	96.00	29.17
Students with Disabilities	80	74	92.50	18.92
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment 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 CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: 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.

C. Engagement

State Priority: Parental Involvement

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

Opportunities for Parental Involvement (School Year 2019-20)

One of Lakeview School's greatest assets is community and parent involvement. The many parent and community volunteers who regularly read and volunteer in classrooms and with school-wide activities demonstrate this strength. Ongoing home/school communication, including weekly email blasts relay school & community events and activities and important information. School and PTA newsletters empower parents and teachers to stay informed and involved as partners in ensuring each student's success. In addition, our electronic marquee guarantees visible current information daily.

Each teacher shares their instructional program, classroom policies and procedures with parents at our "Back To School" presentation in September. Additionally, parent/teacher conferences are held for every student each December and March. Open House, Family Lunch Day, Field Day, Science Nights, The Father Daughter Dance, Founders Day Dinner, Mother/Son Day, Bicycle Rodeo, Book Fairs, Art Docent Programs, classroom performances, and the annual Fall Carnival, provide numerous opportunities for parent involvement. Every grade level presents at least one special culminating instructional activity each year that encourages parent attendance. Our annual holiday program highlights our music program. Students in grades 2, 3, and 4 play instruments and perform holiday songs in both English and Spanish.

Parents also play a significant role in the life of the school community through their involvement in ongoing committee work including the Lakeview School Site Council, the District Advisory Council, the District English Learners Advisory Council, the Run for the Arts Committee, School Safety Committee, PTA, and the Festival of the Arts Committee. Lakeview parents are actively involved in our ongoing Art Docent Program that places trained parent volunteers in classrooms teaching specifically planned art lessons. Parents are trained on various technology-based programs such as Accelerated Reader, Read Naturally, and Smarty Ants for the purpose of providing meaningful assistance while volunteering in the classroom. Parents, teachers and administrators from all district schools were represented on several special committees during the 2018-2019 school year, Health and Wellness committee, Schools of the Future, Playground Safety Committee, School Facilities, Science, and Social Studies committees. The Lakeview PTA has received recognition for outstanding service to children from local, state and national organizations. Our PTA is responsible for organizing our parent task force. Each year, the Lakeview PTA identifies needs and opportunities for the school, sets goals that inform and involve parents that inspire and encourage students, and raises funds to assist financially in the achievement of these goals.

State Priority: School Climate

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.

School Safety Plan

The primary purpose of California's schools is to educate children and provide them with the opportunity to participate fully in society as adults. However, for education to be successful, we must provide a safe and secure learning community in which teachers can teach and children can learn. Lakeview Elementary School updated our School Safety Plan during the 2018-2019 school year and we continue to review and revise our plan annually. This plan was reviewed and updated by the School Safety Committee with representatives from the staff, parents, community, local law enforcement, and emergency service agencies. The plan is based on the recommended safe school model, consisting of four interacting components encompassing the whole school environment, the effects of these four components on the school environment, and ways in which the components interrelate with other school improvement efforts. These four components are personal characteristics of students and staff, the school's physical environment, the school's social environment, and the school's culture.

The plan also includes various Lakeside Union School District and Lakeview Elementary School policies and procedures relating to campus and community safety issues such as child abuse, disaster routines, dress code, school rules, sexual harassment and weapons on campus. Teachers share important parts of this plan with students as appropriate. Fire and various disaster drills are held monthly. The complete plan is on file in the school office and is reviewed with staff and our School Site Council annually. Quarterly Community Safety Meetings are held with representatives from the sites, PTA, Sheriff's Department, Highway Patrol, Fire Department, and San Diego County to discuss safety issues for each of the sites. The school also received a "Safe Routes To School" grant in 2012, which provided the installation of sidewalks in our neighborhood in an effort to protect walking students and parents from moving vehicles.

Campus security and student safety is always a priority at Lakeview Elementary. We employ seven campus student supervisors and one playground coordinator for our lunchtime and recess, one additional duty during morning breakfast, and one student supervisor for our kindergarten playground. Campus Student Supervisors have daily check-ins and monthly meetings to ensure that they have the appropriate training and support they need to be confident with their duties. Walkie-talkies and ear pieces have been purchased so that playground supervisors and teachers are in constant communication with each other and the school office. Our Playground Coordinator takes regular inventory and maintains playground equipment, and provide safe and fun activities for our students that teach cooperation skills and promote a healthy lifestyle. All visitors to our campus must register at the front desk by requesting a name tag from our IDENT-A-KID registration system. Name tags, which are easily visible, are printed and a record of our visitors is kept secure.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	0.4	0.7	0.8
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	1.3	2.8	3.0
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselor*	720.0

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	.5
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	3.4
Other	.2

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	24		5		26		5		25		5	
1	18	2	4		22	1	4		26		4	
2	23		6		20	1	5		25		5	
3	23		5		22	2	4		24		6	
4	27		3		29		3		25		4	
5	24	1	5		28		5		26		5	
Other**												

*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.

Average Class Size and Class Size Distribution (Secondary)

Subject	2016-17 Average Class Size	2016-17 # of Classes* Size 1-22	2016-17 # of Classes* Size 23-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-22	2017-18 # of Classes* Size 23-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-22	2018-19 # of Classes* Size 23-32	2018-19 # of Classes* Size 33+
Mathematics												
Social Science												

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement			

Lakeview believes in making decisions for staff development based on multiple forms of student achievement data. A variety of assessments including SBAC, district benchmarks, adopted curricular assessments, and site-based formative assessments have led Lakeview to pursue professional development in several areas. All Lakeview teachers have received in-depth training in the area of mathematics from the Math Transformations team. Teachers are also provided with release days to work in their grade level teams with a Math Transformations coach. Lakeview teachers participated in an in-service series focused on the recently adopted common core aligned Language Arts curriculum, and common core mathematics in-service and coaching. All grade-level teachers are also scheduled to attend the Learning Headquarters Common Core aligned writing training. Lakeview benefits from regular coaching from technology integration specialists who are employed by the district. Teachers have also attended technology-focused conferences such as the CUE. Many teachers also augment the teaching of Science through their participation in the development of the Next Generation Science Standards and the IDEAS grant. Immersion teachers have attended multiple conferences which focused on language acquisition. Staff members from Mainstream, SDC, and RSP classes attended trainings which focused on inclusion and meeting the needs of all students. Six members of the Lakeview staff also received multiple days of training on Positive Behavior Intervention and Supports (PBIS.) These teacher leaders then developed a program to train their colleagues. This PBIS Team provides ongoing training for staff at monthly staff meetings.

Across the District:

SCIENCE –

The primary areas of focus for staff and administrator development have been related to the adoption of the Next Generation Science Standards (NGSS) and moving teachers and administrators into implementation. Focus areas include: 1) Building leadership capacity, 2) Scaling up Professional Learning and Support to include all district teachers, 3) Planning instruction aligned to the Next Generation Science Standards, 4) Collaborative planning tools for instruction, and 5) Addressing supplemental instructional materials.

Professional development needs were determined via district-wide Needs Assessment Surveys, LUSD Core Leadership Team/California Next Generation Science Standards Early Implementation Initiative, and feedback data collected via prior professional learning events in the district.

Professional Learning for the 2018-2019 school year will address all levels/cohorts of teachers and administrators in the district through continued leadership, pedagogy, and content training. This will occur primarily through science lesson study for all TK-8 teachers of science to include MS ELA teachers, an intensive summer institute, district Professional Development days, and a review of publisher materials.

Core Leadership Team and established Teacher Leaders will continue to receive training in the areas of Leadership, Facilitation of Professional Learning for their peers, and deepening understanding of NGSS innovations, planning, and pedagogy via the NGSS Early Implementation Initiative Program. “Expansion” (all other district teachers) teachers will be provided NGSS professional learning facilitated by their district Teacher Leader peers through the established lesson study model, Summer Institute opportunities, and district PD days. Other opportunities for science professional learning include supplemental material/planning work supported by a CA Regional Environmental Education Community (CREEC) partnership, and instructional material evaluation.

Administrator professional learning will address NGSS innovations, strategies to identify and support high quality science instruction (observations and feedback) and sustainability. This support will occur both on site and through district management meetings via the Early Implementer Initiative.

Next Generation Science Standards Teacher Leaders, Expansion Teachers, and administrators are supported via NGSS Early Implementation Initiative Project Director, on-site Core Leadership Team members and/or Teacher Leaders.

MATH –

LUSD focused on mathematics as a professional development goal in response to low performance scores on the CAASPP and to support teachers in the Common Core Standards for Mathematics.

Professional development in mathematics is delivered in three primary ways: 1) Workshops (after school, on professional growth days, and during teacher release time), 2) Individual and small group site-based coaching/mentoring, and 3) Conference attendance.

Teachers are supported in refining their mathematics instruction and use of curriculum materials through: 1) Workshops focused on the content and pedagogy relevant to the math content they teach, vertical progression of content, and the Common Core content and practice standards 2) Workshops/guided collaboration focused on unit and lesson design with their curriculum materials (within school and cross-school), 3) In-class coaching both in one-on-one and small groups, and 4) Lesson Study in grade-level groups. Additionally, principals attend all teacher professional learning activities and receive additional training from a leadership perspective.

Social/Emotional/Behavioral Support -

Social-emotional learning and support and behavioral support are focus areas in the 18-19 school year.

PBIS remains in place at all sites. School Counselors continue the work of supporting the social and emotional needs of students. Two Behavior Specialists and two Behavior Intervention Aides are also available to support students with the most intensive behavioral needs. Two MTSS Teachers on Special Assignment (TOSAs) were added to support the development of social/emotional/behavioral intervention systems at four of our Elementary sites.

Professional Development and Coaching have focused on Conscious Classroom Management strategies. Conscious Classroom Teaching provides teachers with professional development and coaching on Tier I and II behavioral strategies. MTSS TOSAs are also available to coach on classroom management strategies and student behavior plans.

Leadership -

Lakeside Union School District continues to support principal growth through Professional Development and has deepened our support of teacher leaders in the 2018-2019 school year. Teacher leaders (Facilitators) from each site received training in mentoring and coaching as well as content support in mathematics and 21st Century Learning. The Facilitators, in turn, provide on-site coaching to their respective staffs.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$48,827	\$49,378
Mid-Range Teacher Salary	\$72,652	\$77,190
Highest Teacher Salary	\$108,864	\$96,607
Average Principal Salary (ES)	\$116,656	\$122,074
Average Principal Salary (MS)	\$126,698	\$126,560
Average Principal Salary (HS)	\$0	\$126,920
Superintendent Salary	\$199,638	\$189,346

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	38%	36%
Administrative Salaries	5%	6%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

Types of Services Funded

Lakeview elementary school operates from several different financial categories. The largest group of monies at our school is our LCFF funds. These are funds provided to schools by the state. These monies are used with input from the School Site Council for supplies, equipment, programs, technologies, and professional development that are servicing the general population of students in a regular classroom setting.

Special funding from the state is also provided for specific groups of students. These monies are referred to as categorical funds and are designated to address a specific group of students with programs and instruction in addition to the instruction they receive during the classroom routine. Students learning English or who may represent a lower socio-economic demographic may work with specialized curriculum, or receive additional learning time with materials and services provided by these funds.

To make comparisons possible across schools and districts of varying sizes, we first report our overall spending per student. We base our calculations on our average daily attendance (ADA).

We've broken down expenditures by the types of funds used to pay for them. Unrestricted funds can be used for any lawful purpose. Restricted funds, however, must be spent for specific purposes set out by legal requirements or the donor. Examples include funding for instructional materials, economic impact aid, and teacher and principal training funds.

Next to the figures for the district and state averages, we show the percentage by which the school's spending varies from the district and state averages.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

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.

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	7573	143	7430	68498
District	N/A	N/A	7652	\$74,595.00
State	N/A	N/A	\$7,506.64	\$77,619.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-2.9	-1.9
School Site/ State	-20.8	-5.2

Note: Cells with N/A values do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.



Lemon Crest Elementary School

12463 Lemon Crest Dr. • Lakeside, CA 92040 • (619) 390-2527 • Grades K-5

Keith Keiper, Principal

kkeiper@lsusd.net

<http://www.lsusd.net/Domain/495>

2018-19 School Accountability Report Card Published During the 2019-20 School Year



Lakeside Union School District

12335 Woodside Ave.

Lakeside, CA 92040

(619) 390-2600

<http://www.lsusd.net/site/default.aspx?PageID=1>

District Governing Board

John Butz

Andrew Hayes

Holly Ferrante

Bonnie LaChappa

Rhonda Taylor

District Administration

Dr. Andy Johnsen

Superintendent

Dr. Kim Reed

**Assistant Superintendent of
Educational Services**

Erin Garcia

**Assistant Superintendent of
Business Services**

School Description

Lemon Crest School was established in 1991 in Lakeside, California. Lemon Crest Elementary School provides a full academic program for grades K-5 general education students and special education students.

Lemon Crest Elementary School is dedicated to providing all students with a rigorous curriculum with emphasis in the Arts and Sciences in a safe, supportive and disciplined environment. We are also dedicated to providing for the academic and social emotional needs of all students. Lemon Crest has established Professional Learning Communities in order to expand and enhance staff development and collaboration. Lemon Crest staff meets for 90 minutes per week in collaborative groups to discuss student academic performance and how to ensure each student is receiving the instruction they need to be successful. We have implemented research based intervention programs to meet the diverse needs of our students. English Learners and at-risk students in grades K-5 use Imagine Learning English in class, as well as during designated ELD time. At-risk students in Kindergarten through 2nd grade are utilizing web-based computer programs including Smarty Ants and RAZ Kids in their classrooms. At-risk students in grades 3, 4 and 5 are enjoying tremendous results using READ 180 and System 44, which are research-based curricula designed to increase student achievement in reading, written instruction, and vocabulary. We also have implemented the research-based Achieve 3000 software program as additional literacy support for our 2nd - 5th grade students. In addition, all of our at-risk students receive intensive small group instruction and intervention in conjunction with computer assisted learning from their teachers and Intervention teachers that push-in to their classrooms to provide support. Furthermore, Lemon Crest proudly launched a 2-way Spanish/English Dual Immersion program in the fall of 2015. We currently have a Kindergarten - Third grade Grade Dual Immersion classes, and will add a class each school year until we have a complete Kindergarten - 5th grade program.

To meet the social emotional needs of our students, we enthusiastically participate in a combination of Positive Behavioral Interventions and Supports (PBIS) and Responsive Classroom. Through PBIS and Responsive Classroom, Lemon Crest will focus on four behavioral expectations that are positively stated and easy to remember. In other words, rather than telling students what not to do, we will focus on the preferred behaviors. These expectations will focus on building communication and collaboration skills, which in turn will strengthen school community as well as empathy. Lemon Crest will follow the following expectations: Lemon Crest Lions ROAR - Respect, On Task, Always Safe, and Responsible, as well as disagreeing appropriately, accepting criticism and consequences, and working with others. The students of Lemon Crest School also receive mental health services through access to our School Counselor who runs small group instruction for at risk students on social skills, conflict resolution and other skills necessary for school success. We also have an active Student Council.

Lemon Crest Mission Statement: Lakeside Union School District dedicates itself to providing a nurturing and challenging environment that is committed to each individual student's education and development. The Lemon Crest Elementary School mission is to enhance student achievement by providing a safe, nurturing environment where children thrive and reach their full potential. We accomplish this with our Lemon Crest's Positive Behavioral Interventions and Supports (PBIS) program. We expect all of our students to ROAR by showing Respect, On Task, Always Respectful, and Responsible behavior.

Our vision:

- 1) At Lemon Crest we strive to positively impact student achievement
- 2) We will continue to partner with our community emphasizing respect, kindness, and responsibility
- 3) Our learning community will be literacy rich, technology enhanced, and standards-driven and will incorporate the 4 C's and 21st Century learning opportunities
- 4) We will prepare all our students for life outside the school day, focusing on the soft skills needed to be globally competent and successful.

Mutual commitment to a quality educational program will ensure the best learning for our students. This agreement is a promise that school staff, students, and parents will work together for student success.

THE SCHOOL PROMISE:

We know the importance of a successful school experience for every student. Therefore, the staff promises to carry out the following responsibilities to the best of our ability:

- We will teach grade level skills and concepts using effective teaching methods.
- We will strive to address the individual needs of all students.
- We will communicate frequently with parents regarding student progress.
- We will provide a safe, positive, and healthy learning environment for our students.

About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	96
Grade 1	90
Grade 2	97
Grade 3	89
Grade 4	92
Grade 5	87
Total Enrollment	551

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	4.7
American Indian or Alaska Native	0.5
Asian	1.5
Filipino	2.2
Hispanic or Latino	39
Native Hawaiian or Pacific Islander	0.4
White	49.4
Two or More Races	2.4
Socioeconomically Disadvantaged	62.4
English Learners	16.7
Students with Disabilities	16.3
Foster Youth	0.4
Homeless	0.2

A. Conditions of Learning

State Priority: Basic

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;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials for Lemon Crest Elementary School	17-18	18-19	19-20
With Full Credential	28	30	24
Without Full Credential	0	1	1
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Lakeside Union School District	17-18	18-19	19-20
With Full Credential	♦	♦	235
Without Full Credential	♦	♦	5
Teaching Outside Subject Area of Competence	♦	♦	1

Teacher Misassignments and Vacant Teacher Positions at Lemon Crest Elementary School

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

* Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

The main fact about textbooks that the Williams legislation calls for described whether schools have enough books in core classes for all students. The law also asks districts to reveal whether those books are presenting what the California Content Standards call for.

Textbooks and Instructional Materials

Year and month in which data were collected: 10/2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Reading: Wonders, McGraw-Hill; adopted in 2013 Reading: Maravillas, McGraw-Hill; adopted in 2015 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	Everyday Mathematics, McGraw-Hill; adopted in 2015 Matematicas Diarias, McGraw-Hill; adopted in 2015 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	Discovery Works (K-3), Houghton Mifflin; adopted in 2002 Science California (4-5), Houghton Mifflin; adopted in 2007 Science and Technology for Children, Carolina Biological Full Option Science System, Delta Education The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	History Social Science for California, Scott Foresman; adopted in 2006 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements (Most Recent Year)

All sites are well maintained and undergo maintenance on a regular basis. An online system of work orders has been implemented to assist in maintenance requests. Sites are painted and carpeted on a regular basis. All sites have completed modernization construction over the past several years. During modernization all walls, roofs, floors, plumbing, and electrical have been updated to reflect current demands, including technology upgrades. Rest rooms and fire alarms systems were updated, along with heating and cooling systems upgraded to ensure energy efficient use. Sites are cleaned daily and any graffiti removed immediately by custodial staff. Quarterly Community Safety Meetings are held with representatives from the sites, PTA, Sheriff's Department, Highway Patrol, Fire Department, and San Diego County to discuss safety issues for each of the sites.

Our school scored 100% on the most recent facilities inspection which translates to an "exemplary" level for the repair status.

To determine the condition of our facilities, our district sent experts from our facilities team to perform an inspection using a survey called the Facilities Inspection Tool, which is issued by the Office of Public School Construction.

Based on that survey, we've answered the questions you see on this report. Please note that the information reflects the condition of our buildings as of the date of the report. Since that time, those conditions may have changed.

INSPECTORS AND ADVISORS: This report was completed in January, 2019, by Todd Owens.

The most recent facilities inspection occurred in January, 2019.

ADDITIONAL INSPECTORS: There were no other inspectors used in the completion of this form.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: January, 2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	Classrooms are having a lot of HVAC issues.
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Exemplary	

B. Pupil Outcomes

State Priority: Pupil Achievement

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 alternate 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 education sequences or programs of study

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	32	38	53	53	50	50
Math	28	30	41	41	38	39

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment 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 CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

State Priority: Other Pupil Outcomes

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

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5			

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	258	254	98.45	37.80
Male	137	134	97.81	35.82
Female	121	120	99.17	40.00
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	95	93	97.89	30.11
Native Hawaiian or Pacific Islander	--	--	--	--
White	134	133	99.25	40.60
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	159	155	97.48	32.90
English Learners	49	47	95.92	25.53
Students with Disabilities	48	46	95.83	21.74
Homeless	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment 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 CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: 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 Year 2018-19 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	258	253	98.06	30.04
Male	137	133	97.08	33.08
Female	121	120	99.17	26.67
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	95	93	97.89	22.58
Native Hawaiian or Pacific Islander	--	--	--	--
White	134	132	98.51	35.61
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	159	154	96.86	22.73
English Learners	49	47	95.92	21.28
Students with Disabilities	48	45	93.75	22.22
Homeless	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment 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 CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: 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.

C. Engagement

State Priority: Parental Involvement

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

Opportunities for Parental Involvement (School Year 2019-20)

Research shows a high correlation between parent involvement and effective schools. We encourage parents to visit our school and become actively involved. Parents are offered a variety of opportunities to become partners with us in the education of their children. Parents elect representatives to serve on the School Site Council, the English Language Advisory Committee, and PTA. We have a very dedicated group of volunteers and are most grateful for their long hours and tireless efforts put forth on behalf of our staff to support student achievement. Lemon Crest is a School Smarts participant. School Smarts is a research-based program that helps parents help their children succeed in school. The program includes a seven-session Parent Academy with a comprehensive curriculum that fosters parent engagement in education. It encourages parents to promote a complete, high-quality education that includes the arts.

The school provides parents with support in understanding the State's academic content standards, assessments, and how to monitor and improve the achievement of their children. The school educates staff members about the value of parent contributions, and in how to work with parents as equal partners. The school provides parents with materials and training to help them work with their children to improve their children's achievement. The school coordinates and integrates with other programs, and conducts other activities, such as parent resource centers, to encourage and support parents in being able to more fully participate in the education of their children.

Lemon Crest families have multiple opportunities to receive assistance in the above mentioned goals, such as:

- Kindergarten Orientation meetings
- Back to School Night
- Parent/Teacher Conferences
- School Site Council Meetings
- English Language Advisory Committee (ELAC) Meetings
- Coffee with the Principal
- Family Reading Events
- Parent information meetings
- Science Night
- PTA sponsored activities such as movie nights, Fall Festival, dances, bingo nights, and Grandparents' Day

State Priority: School Climate

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.

School Safety Plan

Lemon Crest School has a complete Safety Plan that covers all areas pertinent to our students and staff. The Lemon Crest Safety Plan is updated and reviewed in the fall of every school year. Staff members are prepared and qualified in areas of CPR, first aid, conflict resolution, and counseling. The staff is knowledgeable and has participated with students in duck and cover, fire, and lockdown drills held regularly. The principal, secretary, and custodian have recently participated in emergency preparation training that has led to additional evacuation drills for other scenarios including gas-line rupture and fuel-truck spill. Through the efforts of all staff and maintenance, our school site is safe and clean and provides adequate environmentally suitable spaces for students and staff. Standardized, colored emergency flip charts are posted in each room. The complete Safety Plan is on file in the school office. A new safety plan will be completed by January 30th, 2020. This report will be more detailed and include new information and safety regulations.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	1.3	4.3	3.4
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	1.3	2.8	3.0
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselor*	.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 percent of full time.

Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.5
Resource Specialist (non-teaching)	1.5
Other	.2

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	24		4		20	1	4		24	1	3	1
1	23		4		24		4		21	2	2	
2	22		4		24		3		21	1	4	
3	24		4		26		4		22	1	3	
4	26		3		26		3		30		3	
5	27		4		22	2	4		23	1	3	
Other**	8	3										

*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.

Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement			

Teachers take some time each year to improve their teaching skills and to extend their knowledge of the subjects they teach. Here you'll see the amount of time we set aside for the past three years for their continuing education and professional development.

Across the District:

SCIENCE –

The primary areas of focus for staff and administrator development have been related to the adoption of the Next Generation Science Standards (NGSS) and moving teachers and administrators into implementation. Focus areas include: 1) Building leadership capacity, 2) Scaling up Professional Learning and Support to include all district teachers, 3) Planning instruction aligned to the Next Generation Science Standards, 4) Collaborative planning tools for instruction, and 5) Addressing supplemental instructional materials.

Professional development needs were determined via district-wide Needs Assessment Surveys, LUSD Core Leadership Team/California Next Generation Science Standards Early Implementation Initiative, and feedback data collected via prior professional learning events in the district.

Professional Learning for the 2018-2019 school year will address all levels/cohorts of teachers and administrators in the district through continued leadership, pedagogy, and content training. This will occur primarily through science lesson study for all TK-8 teachers of science to include MS ELA teachers, an intensive summer institute, district Professional Development days, and a review of publisher materials.

District Leadership Team and established Teacher Leaders will continue to receive training in the areas of Leadership, Facilitation of Professional Learning for their peers, and deepening understanding of NGSS innovations, planning, and pedagogy via the NGSS Early Implementation Initiative Program. "Expansion" (all other district teachers) teachers will be provided NGSS professional learning facilitated by their district Teacher Leader peers through the established lesson study model, Summer Institute opportunities, and district PD days. Other opportunities for science professional learning include supplemental material/planning work supported by a CA Regional Environmental Education Community (CREEC) partnership, and instructional material evaluation.

Administrator professional learning will address NGSS innovations, strategies to identify and support high quality science instruction (observations and feedback) and sustainability. This support will occur both on site and through district management meetings via the Early Implementer Initiative.

Next Generation Science Standards Teacher Leaders, Expansion Teachers, and administrators are supported via NGSS Early Implementation Initiative Project Director, on-site District Leadership Team members and/or Teacher Leaders.

MATH –

LUSD focused on mathematics as a professional development goal in response to low performance scores on the CAASPP and to support teachers in the Common Core Standards for Mathematics. At Lemon Crest we have focused on Math Transformations and working with students to represent answers in a multitude of ways.

Professional development in mathematics is delivered in three primary ways: 1) Workshops (after school, on professional growth days, and during teacher release time), 2) Individual and small group site-based coaching/mentoring, and 3) Conference attendance.

Teachers are supported in refining their mathematics instruction and use of curriculum materials through: 1) Workshops focused on the content and pedagogy relevant to the math content they teach, vertical progression of content, and the Common Core content and practice standards 2) Workshops/guided collaboration focused on unit and lesson design with their curriculum materials (within school and cross-school), 3) In-class coaching both in one-on-one and small groups, and 4) Lesson Study in grade-level groups. Additionally, principals attend all teacher professional learning activities and receive additional training from a leadership perspective.

Social/Emotional/Behavioral Support -

Social-emotional learning and support and behavioral support are focus areas in the 19-20 school year.

PBIS remains in place at all sites. School Counselors continue the work of supporting the social and emotional needs of students. Two Behavior Specialists and two Behavior Intervention Aides are also available to support students with the most intensive behavioral needs. Two MTSS Teachers on Special Assignment (TOSAs) were added to support the development of social/emotional/behavioral intervention systems at four of our Elementary sites.

Professional Development and Coaching have focused on Conscious Classroom Management strategies. Conscious Classroom Teaching provides teachers with professional development and coaching on Tier I and II behavioral strategies. MTSS TOSAs are also available to coach on classroom management strategies and student behavior plans.

At Lemon Crest, we have focused on Responsive Classroom, as well as PBIS. We are building social emotional foundations and a positive school climate and culture through teaching children to care.

Leadership -

Lakeside Union School District continues to support principal growth through Professional Development and has deepened our support of teacher leaders in the 2019-2020 school year. Teacher leaders (Facilitators) from each site received training in mentoring and coaching as well as content support in mathematics and 21st Century Learning. The Facilitators, in turn, provide on-site coaching to their respective staffs.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$48,827	\$49,378
Mid-Range Teacher Salary	\$72,652	\$77,190
Highest Teacher Salary	\$108,864	\$96,607
Average Principal Salary (ES)	\$116,656	\$122,074
Average Principal Salary (MS)	\$126,698	\$126,560
Average Principal Salary (HS)	\$0	\$126,920
Superintendent Salary	\$199,638	\$189,346

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	38%	36%
Administrative Salaries	5%	6%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

Types of Services Funded

Our expenditures include funds for general education, special education, and specially funded projects but do not include facilities costs or deferred maintenance. We receive funding for Title I and Title III programs. Approximately three-fourths of our revenues go toward the salaries of teachers, specialists, auxiliary personnel, books, supplies, and equipment.

To make comparisons possible across schools and districts of varying sizes, we first report our overall spending per student. We base our calculations on our average daily attendance (ADA).

We've broken down expenditures by the type of funds used to pay for them. Unrestricted funds can be used for any lawful purpose. Restricted funds, however, must be spent for specific purposes set out by legal requirements or the donor. Examples include funding for instructional materials, economic impact aid, and teacher and principal training funds.

Next to the figures for the district and state averages, we show the percentage by which the school's spending varies from the district and state averages.

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	7663	170	7493	70688
District	N/A	N/A	7652	\$74,595.00
State	N/A	N/A	\$7,506.64	\$77,619.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-2.1	-6.0
School Site/ State	-18.8	-9.3

Note: Cells with N/A values do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

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.



Lindo Park Elementary School

12824 Lakeshore Dr. • Lakeside, CA 92040 • (619) 390-2656 • Grades K-5

Dr. Nina Drammissi, Principal

ndrammissi@lsusd.net

<http://www.lsusd.net/Domain/611>

2018-19 School Accountability Report Card Published During the 2019-20 School Year



Lakeside Union School District

12335 Woodside Ave.

Lakeside, CA 92040

(619) 390-2600

<http://www.lsusd.net/site/default.aspx?PageID=1>

District Governing Board

John Butz

Holly Ferrante

Andrew Hayes

Bonnie LaChappa

Rhonda Taylor

District Administration

Dr. Andy Johnsen

Superintendent

Dr. Kim Reed

**Assistant Superintendent of
Educational Services**

Erin Garcia

**Assistant Superintendent of
Business Services**

School Description

Welcome to Lindo Park! We are passionate about teaching and learning! The Mission of Lindo Park Elementary School is to work collaboratively to ensure students will engage in dynamic, rigorous, and relevant curriculum. Students will develop abilities to enable them to contribute to our global society. Students will achieve goals in a safe, nurturing, and respectful environment.

Our Vision is for all students to attain their maximum academic and social potential.

Lindo Park Elementary is a neighborhood school serving the Lakeside Community for more than seventy years. We are located in a semi-rural community, 25 miles east of San Diego. A 54-acre county park and lake are directly across the street from our school. We serve a variety of residential areas. Our community is culturally diverse and provides us with a rich cultural heritage. Our keys to successful teaching and learning are a highly trained staff, engaging instruction, digital opportunities, dedicated parents, supportive community partnerships, and most importantly energetic, resilient students who come to school each day wanting to learn and excel.

We have evening activities for parents and students including Family Science Night, Bingo Night, PTA School Smarts Parent Academy, and Family Literacy Nights, in addition to Primary and Intermediate Science Club, Spanish Club, After-School Athletics, Dance-Choir and Dance Clubs. All school enrichment programs are funded by our school site so that all children can enjoy after school learning opportunities. Additionally, an expert music teacher offers weekly instruction to 5th grade students.

Lindo Park Elementary creates opportunities for students to excel and thrive in our global society. We actively integrate 21st century skills with research-based curriculum, where students set goals for success. Teachers utilize adaptive instructional programs, expert teaching, and student progress is carefully monitored and shared with parents.

All classrooms are equipped with internet access, iMac computers, Apple TVs, remote devices, and doc-u-cams. K-5 Teachers and students have access to iPads, Laptops, and iMacs. 2-5 grade classrooms have a 1:1 ratio of iPad Tablets for instruction. Fourth and fifth grade students take iPads home to enrich and extend the school day. On-line instructional resources can be accessed by teachers and students twenty-four hours a day. Students regularly access digital media, books, and related materials. In addition to classrooms, as a part of our STEM Program, we feature a MakerSpace for Engineering Design, a school garden, and a Science Laboratory.

Instructional time develops a positive school climate through a social skills curriculum and positive behavior supports. All classrooms have common expectations and skills woven into the curriculum. Student leadership and community involvement are encouraged through After School Enrichment, Student Council, Safety Patrol, Playground Leaders, Playground Managers, TechNinjas, and a partnership with Lindo Lake County Park. School spirit is promoted by creating a safe and orderly environment focusing on rigorous academic achievement and joyful enrichment opportunities in arts, athletics, language, and STEM (Science, Technology, Engineering, and Mathematics).

Lindo Park Staff and PTA focus on parent engagement and community service. We know that when families and community are positively involved in students' schools, academic excellence rises!

We specialize in teaching students who can successfully thrive in our global society through LUSD Student Profile attributes: Learn Continuously, Think Critically, Collaborate Constructively, Communicate Effectively, Care Deeply, and Persevere Relentlessly. We create differentiated and dynamic learning for all students to reach their full potential with targeted intervention for students to reach proficiency !

About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	72
Grade 1	88
Grade 2	70
Grade 3	70
Grade 4	87
Grade 5	81
Total Enrollment	468

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	6
American Indian or Alaska Native	3.2
Asian	0.2
Filipino	0.9
Hispanic or Latino	46.4
Native Hawaiian or Pacific Islander	1.5
White	36.8
Two or More Races	5.1
Socioeconomically Disadvantaged	79.9
English Learners	15.8
Students with Disabilities	25.6
Foster Youth	1.5
Homeless	0.2

A. Conditions of Learning

State Priority: Basic

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;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials for Lindo Park Elementary	17-18	18-19	19-20
With Full Credential	26	30	27
Without Full Credential	1	1	1
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Lakeside Union School	17-18	18-19	19-20
With Full Credential	♦	♦	235
Without Full Credential	♦	♦	5
Teaching Outside Subject Area of Competence	♦	♦	1

Teacher Misassignments and Vacant Teacher Positions at Lindo Park Elementary School

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

* Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

The main fact about textbooks that the Williams legislation calls for described whether schools have enough books in core classes for all students. The law also asks districts to reveal whether those books are presenting what the California Content Standards call for.

Textbooks and Instructional Materials

Year and month in which data were collected: 10/2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Reading: Wonders, McGraw-Hill; adopted in 2013 High Point (EL), Hampton Brown; adopted in 2003 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	Everyday Mathematics, McGraw-Hill; adopted in 2015 Matematicas Diarias, McGraw-Hill; adopted in 2015 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	Discovery Works (K-3), Houghton Mifflin; adopted in 2002 Science California 2007 (4-5), Houghton Mifflin; adopted in 2009 Science and Technology for Children, Carolina Biological Full Option Science System, Delta Education; adopted in 2009 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	History Social Science for California, Scott Foresman; adopted in 2006 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements (Most Recent Year)

Lindo Park is maintained by dedicated custodial and district maintenance staff. Sites are painted and carpeted on a regular basis. All sites have recently completed modernization construction. During modernization, all walls, roofs, floors, plumbing, and electrical have been updated to reflect current demands including technology upgrades. Rest rooms and fire alarms systems were updated, along with heating and cooling systems upgraded to ensure efficient energy use. Community Safety Meetings are held with representatives from the sites and community to discuss safety issues for each of the sites.

Our School Bond allowed us the opportunity to rewire Lindo Park for robust electrical and technological improvement. We are proud of the digital opportunities that students can access at our site. Deferred maintenance funding allowed us to completely redo all playground asphalt and striping. In addition, the D Wing received a new roof, and new air-conditioning units were installed where needed.

Everyone at Lindo Park takes PRIDE in our school. We are nestled across from a picturesque county park and lake. This wildlife preserve gives our students access to an authentic outdoor classroom and our school has the privilege of collaborating with county park rangers to further science literacy and an understanding of environmental science. Classrooms and digital resources display student work reflecting California Common Core State Standards and innovative projects. Student work is also displayed in the multi-purpose room, front office, hallways, surrounding fences and library. Student-created mosaics, depicting Lindo Lake's flora, fauna, and history, grace the walkway in front of the school, and an outdoor wall mural shares our love of environment.

The playgrounds, library, as well as other facilities have been supported and maintained by PTA, Boys and Girls Club, Barona Band of Mission Indians, El Capitan Stadium Association, Albertson's Market, and individual community members.

To determine the condition of our facilities, our district sent experts from our facilities team to perform an inspection using a survey called the Facilities Inspection Tool, which is issued by the Office of Public School Construction.

Based on that survey, we've answered the questions you see on this report. Please note that the information reflects the condition of our buildings as of the date of the report. Since that time, those conditions may have changed.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: January, 2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Poor	Classrooms could use interior paint.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Fair	Signs of old termite damage in Multi-Purpose Room - no active signs.
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	Restroom partitions need to be replaced.
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Fair	P-6 needs a new roof (patched for now).
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Exterior paint needs some touch-ups.
Overall Rating	Good	

B. Pupil Outcomes

State Priority: Pupil Achievement

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 alternate 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 education sequences or programs of study

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	38	38	53	53	50	50
Math	24	34	41	41	38	39

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment 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 CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

State Priority: Other Pupil Outcomes

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

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5			

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	243	232	95.47	37.93
Male	121	114	94.21	34.21
Female	122	118	96.72	41.53
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	126	121	96.03	30.58
Native Hawaiian or Pacific Islander	--	--	--	--
White	85	80	94.12	50.00
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	194	186	95.88	37.63
English Learners	62	58	93.55	32.76
Students with Disabilities	72	64	88.89	15.63
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment 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 CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: 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 Year 2018-19 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	243	232	95.47	33.62
Male	121	115	95.04	36.52
Female	122	117	95.90	30.77
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	126	120	95.24	25.00
Native Hawaiian or Pacific Islander	--	--	--	--
White	85	81	95.29	46.91
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	194	185	95.36	31.89
English Learners	62	58	93.55	29.31
Students with Disabilities	72	65	90.28	13.85
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment 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 CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: 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.

C. Engagement

State Priority: Parental Involvement

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

Opportunities for Parental Involvement (School Year 2019-20)

We have outstanding parent and community volunteers! To become a volunteer, simply fill out the volunteer application located in the school office and let staff know the areas of volunteering which interest you. We work in unison with an amazing PTA and we believe in parent engagement, so that all families feel welcome and supported by our school-community. To join PTA, please fill out a membership envelope in the school office and include \$7 per adult membership. We provide free interactive educational activities for families. Parents are encouraged to participate in all school activities. Volunteers regularly support and participate in classroom programs. Numerous volunteers and community members are generous with their time, averaging approximately 1000 hours of donated time each month! They participate in PTA, School Site Council, School Smarts Academy, an active Room Parent group, and our English Learner Advisory Committee. They chaperone on field trips, and assist teachers in the classroom. We work collaboratively with parents to provide the best educational experience for our students.

We actively provide communication to families through our marquee, text and email communication in both Spanish and English, in addition to a well-maintained and informative web site.

We have a dedicated Parent Room on campus where parents can volunteer their time to complete teacher projects, and duplicate and collate materials.

State Priority: School Climate

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.

School Safety Plan

Safety first! Lindo Park's School Site Council (SSC) along with our Safety Committee annually reviews and updates our Safe School Plan. This plan was developed in consultation with law enforcement and fire departments, as part of a Readiness Emergency Management System.

The key elements to our plan are classrooms that are up to fire-department code, updated emergency and disaster plans (updated, reviewed and discussed with faculty), regular monthly safety drills, and clear communication protocols between staff and office. Information regarding safety is presented yearly at staff meetings and throughout the year. All classrooms and student areas are equipped with appropriate communication and emergency disaster plans and materials located above fire extinguishers.

As a result of this plan, we have installed cameras throughout the school with a central computer monitor system that allows us to view school areas throughout the day. All non-students and visiting adults are required to follow visitor protocol that requires signing in and out of the office upon every visit. Our campus is completely enclosed by fencing and we lock our gates shortly after class begins. To ensure the safety of our students, staff, and all visitors, our teacher-trained safety patrol is on duty daily to monitor the safe flow of vehicles and students. To ensure traffic safety, motion sensor flashing lights are installed at the east end of school, where Lakeshore Drive intersects Petite Lane, reducing the average speed of cars in front of our school. Our Fire Safety Lanes have been re-marked, including updated curbing and directional signs. Speed bumps are in the parking lot we share jointly with the Boys and Girls Club. School-wide safety/disaster preparedness procedures have been developed and are practiced regularly.

At district-wide community safety meetings, our school works closely with local law enforcement and fire protection to proactively ensure safety. Motion sensor lighting has been installed through portions of the campus. Neighbors monitor our school site during weekends and holidays, reporting any inappropriate activity to the sheriff. To support our neighbors' vigilance, our camera system has successfully kept our campus free of graffiti and loitering. Additionally, fences secure our student population during school hours and protect our property, when school is not in session. Lindo Park's Safety Committee and PTA have created emergency kits designed to aid students in the event of a disaster, in addition to ensuring that bottled water and nutrition are available to each classroom.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	0.8	2.8	2.5
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	1.3	2.8	3.0
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselor*	468.0

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.0
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	2.5
Other	.3

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	19	2	2		20	1	4		22	1	3	
1	21	1	2		23		2		27		2	
2	23		3		22		3		22	1	3	
3	21	1	4		21	1	4		23		3	
4	30		3		25		3		22	1	3	
5	25	1	3		23	2	2	1	21	1	3	
Other**									25		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.

Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	10	12	12

After intense analysis of student data, professional development is offered to meet school academic goals in Mathematics, English Language Arts, Social-Emotional Development, English Language Development, and in Next Generation Science Standards (NGSS) in science. In addition, expert facilitators work with grade level teams to engage in collaborative planning, teaching, and revising instruction to improve teacher practice and student outcomes. Furthermore, collaborative teams meet to assess and analyze student data to plan targeted instruction. Social-Emotional Learning and research-based strategies for emotional regulation are supported by school-based counselors, Positive Behavior Intervention and Support training, Multi-Tiered Systems of Support Teachers on Special Assignment, Behavior Specialists, and Behavior Intervention Aides. Teachers are supported in all aspects of implementation by district and site administration and teacher leadership through coaching and collaboration through professional learning community meetings.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$48,827	\$49,378
Mid-Range Teacher Salary	\$72,652	\$77,190
Highest Teacher Salary	\$108,864	\$96,607
Average Principal Salary (ES)	\$116,656	\$122,074
Average Principal Salary (MS)	\$126,698	\$126,560
Average Principal Salary (HS)	\$0	\$126,920
Superintendent Salary	\$199,638	\$189,346

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	38%	36%
Administrative Salaries	5%	6%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	8419	698	7721	67094
District	N/A	N/A	7652	\$74,595.00
State	N/A	N/A	\$7,506.64	\$77,619.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	0.9	-2.5
School Site/ State	-8.0	-5.9

Note: Cells with N/A values do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded

At Lindo Park, we are responsive to students' needs and we utilize state and federal funding to support a rigorous, academic curriculum for all students to reach their maximum potential. We work collaboratively in professional learning communities to support students' social/emotional development and academic achievement. As stated, Lindo Park School receives funds from the state and federal government to support students who are below grade level in reading and/or mathematics and those who are learning English as their second language. In addition to core instructional time, we provide intensive support to students in small group settings.

Our core instructional time is from the beginning of school until 2:10 pm, with a lunch and recess break. It focuses on dedicated, uninterrupted English and Mathematics instruction, with a science and social studies focus in the afternoon. During the morning block, we use a universal access model in which students are regrouped within grade levels to best target specific academic needs. Teachers meet regularly in professional learning communities to review student work and progress towards California Common Core State Standards. We use state-adopted instructional materials including a rigorous, research-based reading program from Houghton-Mifflin Harcourt, called READ 180, System 44, and iRead for students needing literacy intervention and prevention. In addition, we utilize an award-winning reading comprehension program focused on non-fiction text called Achieve3000. Our mathematics program is Everyday Math, from McGraw-Hill Publishers.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

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.



Riverview Elementary School

9308 Winter Gardens Blvd. • Lakeside, CA 92040 • (619) 390-2662 • Grades 1-5

Grace Cox, Principal

gcox@lsusd.net

<http://www.lsusd.net/Domain/690>

2018-19 School Accountability Report Card Published During the 2019-20 School Year



Lakeside Union School District

12335 Woodside Ave.

Lakeside, CA 92040

(619) 390-2600

<http://www.lsusd.net/site/default.aspx?PageID=1>

District Governing Board

John Butz

Holly Ferrante

Andrew Hayes

Bonnie LaChappa

Rhonda Taylor

District Administration

Dr. Andy Johnsen

Superintendent

Dr. Kim Reed

**Assistant Superintendent of
Educational Services**

Erin Garcia

**Assistant Superintendent of
Business Services**

School Description

Riverview Elementary School is a public school located in Lakeside in San Diego County. This unique school offers two distinct immersion models with a 21st Century skills focus. The mission of the school is to provide students with a world-class immersion program such that they can speak, read, and write in multiple languages: to prepare them for an ever-developing world of technology, cultivate an awareness and respect for other cultures, and empower them as future leaders of a global society. This mission is based on the following beliefs: 1) The understanding of multiple languages and cultures promotes the development of multiculturalism and a harmonious world, 2) All students should have an opportunity to receive the best possible education and to see themselves as global students who understand the value and potential of their multicultural skills.

At Riverview, students are taught in Spanish, Mandarin and English. Students are taught these three languages for two distinct reasons. A person able to speak Mandarin, Spanish, and English can communicate with approximately 75 percent of the world's population. This is a great advantage in a global society. In addition, teaching students in these three languages stimulates different parts of the brain and provides students the neural capacity to learn character-based and tonal languages as well as alphabet-based languages. Research shows that younger is better when learning languages and there are numerous cognitive and educational benefits resulting from multilingualism.

Riverview Elementary's immersion models are unique in the world. In the Spanish Immersion model, students receive 100 percent instruction in Spanish including Mandarin enrichment in kindergarten and first grade. English instruction is initiated in grade two (2) at approximately 10 percent of the instructional time and Mandarin increases to 30 minutes, three times a week. The percentage of English instruction increases through the grades. Chinese instruction continues three times a week for forty minutes. All language instruction begins in kindergarten and progresses through the fifth grade. Students continue their language studies at Lakeside Middle School and Tierra del Sol Middle School. The second model is the Chinese immersion model. In this model, students receive half of their instruction, K-5, in Mandarin and the other half in English including Spanish enrichment lessons as well.

Multilingualism is not the only focus in helping fulfill the mission of this unique program. Twenty-first-century skills and technology are also an important focus. Technology is considered a fourth language and students use different forms of technology and multimedia beginning in kindergarten. Additionally, students are taught to think critically, collaborate, and use their creativity on a daily basis. The arts and PE are integrated daily to ensure the whole child is educated. The school-wide PBIS teaches and 7 Keys to Excellence teach students to take responsibility through leadership, for their learning and their school. Through careful planning and integration of content, language, and 21st-century skills, Riverview staff, students, and families have created an exceptional educational program that is preparing students to be future global leaders.

Grace Cox, PRINCIPAL

About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 2	164
Grade 3	157
Grade 4	156
Grade 5	131
Total Enrollment	608

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	1.8
American Indian or Alaska Native	0.7
Asian	3.5
Filipino	0.8
Hispanic or Latino	28.5
Native Hawaiian or Pacific Islander	1
White	60.4
Two or More Races	3.5
Socioeconomically Disadvantaged	24.3
English Learners	1.6
Students with Disabilities	7.2
Foster Youth	0.5

A. Conditions of Learning

State Priority: Basic

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;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials for Riverview Elementary	17-18	18-19	19-20
With Full Credential	28	28	27
Without Full Credential	0	1	1
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Lakeside Union School	17-18	18-19	19-20
With Full Credential	♦	♦	235
Without Full Credential	♦	♦	5
Teaching Outside Subject Area of Competence	♦	♦	1

Teacher Misassignments and Vacant Teacher Positions at Riverview Elementary School

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

* Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

The main fact about textbooks that the Williams legislation calls for described whether schools have enough books in core classes for all students. The law also asks districts to reveal whether those books are presenting what the California Content Standards call for.

Textbooks and Instructional Materials

Year and month in which data were collected: 10/2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	<p>Maravillas, McGraw-Hill; adopted in 2015</p> <p>Wonders, McGraw-Hill, adopted in 2014</p> <p>California Treasures, McMillan/McGraw Hill; adopted in 2010</p> <p>CA Tesoros (Spanish), McMillan/McGraw Hill; adopted in 2010</p> <p>Chinese Wonderland & Singapore Chinese, both adopted in 2013</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>
Mathematics	<p>Everyday Mathematics, McGraw-Hill; adopted in 2015</p> <p>Matematicas Diarias, McGraw-Hill; adopted in 2015</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>
Science	<p>Ciencias - Spanish, Pearson; adopted in 2007</p> <p>Full Option Science System, Delta Education</p> <p>Science and Technology for Children, Carolina Biological</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>
History-Social Science	<p>History Social Science for California, Scott Foresman; English and Spanish, adopted in 2006</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements (Most Recent Year)

Riverview is in excellent condition and well maintained. Riverview was built in the 1950s. Riverview undergoes maintenance on a regular basis. An online system of work orders is used to facilitate maintenance requests. The district maintenance crew responds quickly and is very proactive in maintaining and improving the campus.

Modernization construction occurred several years ago. During modernization, all walls, roofs, floors, plumbing, and electrical were updated to reflect current demands including technology upgrades. Apple TVs were added to every classroom along with other high-quality technology upgrades. Restrooms and fire alarm systems were updated, along with heating and cooling systems, to ensure energy-efficient use. Sites are cleaned daily and any graffiti removed immediately by custodial staff. New portable classrooms were added to accommodate the growth of the school.

The parking and pick-up areas were redesigned two years ago to accommodate an increase in traffic due to increasing enrollment. Parking and pick-up procedures were redesigned to ensure student safety.

Several years ago, significant concrete and landscape work was completed to enhance both the safety and the aesthetics of the campus. A Peace Pole and PeaceBuilders mural adds to the culture on the campus. Six years ago, parents and community volunteers worked alongside district and school site staff to create a beautiful, safe and modern new play structure, outdoor classroom, picnic tables, and planter benches for our students to enjoy.

In 2011, a Farmer's Market Garden was planted behind the new portables for growing fruits and vegetables. All classrooms are invited to visit the garden for science lessons or to read a book or work independently in a small group. Riverview teaches Positive Behavior Intervention Support (PBIS) to all students and the PBIS play a significant role in establishing the culture of the school. Student leadership is also a significant part of the Riverview experience with students participating in a Student Council team that provides subcommittees of students to lead campus safety/security, yearbook, annual kickball tournament, and various other opportunities around the school.

To determine the condition of our facilities, our district sent experts from our facilities team to perform an inspection using a survey called the Facilities Inspection Tool, which is issued by the Office of Public School Construction.

Based on that survey, we've answered the questions you see in this report. Please note that the information reflects the condition of our buildings as of the date of the report. Since that time, those conditions may have changed.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: January, 2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	Classrooms - interior paint is needed.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Fair	Re: the Portables - still have a few roofs that need replacement.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Exemplary	

B. Pupil Outcomes

State Priority: Pupil Achievement

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 alternate 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 education sequences or programs of study

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	66	66	53	53	50	50
Math	66	70	41	41	38	39

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment 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 CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

State Priority: Other Pupil Outcomes

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

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5			

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	438	429	97.95	65.50
Male	202	199	98.51	63.32
Female	236	230	97.46	67.39
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	14	14	100.00	100.00
Filipino	--	--	--	--
Hispanic or Latino	116	114	98.28	55.26
Native Hawaiian or Pacific Islander	--	--	--	--
White	272	266	97.79	67.67
Two or More Races	18	18	100.00	77.78
Socioeconomically Disadvantaged	110	105	95.45	55.24
English Learners	15	15	100.00	66.67
Students with Disabilities	39	34	87.18	38.24
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment 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 CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: 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 Year 2018-19 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	438	429	97.95	69.93
Male	202	198	98.02	75.76
Female	236	231	97.88	64.94
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	14	14	100.00	92.86
Filipino	--	--	--	--
Hispanic or Latino	116	115	99.14	57.39
Native Hawaiian or Pacific Islander	--	--	--	--
White	272	265	97.43	74.34
Two or More Races	18	18	100.00	66.67
Socioeconomically Disadvantaged	110	106	96.36	63.21
English Learners	15	15	100.00	66.67
Students with Disabilities	39	35	89.74	28.57
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment 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 CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: 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.

C. Engagement

State Priority: Parental Involvement

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

Opportunities for Parental Involvement (School Year 2019-20)

Parents are viewed as partners in their child's education at Riverview Elementary School. Parents and community members are encouraged to become partners with the school as room parents, volunteers, and PTSA members. These opportunities include programs facilitated and implemented by parents; such as Everyone a Reader which helps students read more and develop a love of reading.

Opportunities for parents in the governance of the school include service on the School Site Council and District Advisory Committee. Riverview staff and parents participate in the LCAP process at the district and site levels to help develop goals and a plan to guide the work of the district and site.

Educational events bring the school, families, and the community together. The largest of these events is the International Fair. Last year, approximately 1,500 people attended the International Fair. Additional significant events include a Jog-a-Thon, Fall Festival, and guest readers celebrating Love of Reading Week, a Science Night celebrating Eye on Science Week, and a Chinese New Year Celebration. Other opportunities for parental involvement include student performances, book fairs, PTSA Founder's Day community service celebration, bi-annual parent-teacher conferences, Parent Information Nights, and Open House.

With the help of PTSA, Riverview is able to provide exciting field trips each year for each child. Parents are encouraged to chaperone field trips. The PTSA also helps the school provide high-quality assemblies, Mad Science for Eye on Science Week, and performing arts activities. Additionally, parents have the opportunity to host international students as they visit the United States to attend Riverview Elementary School.

Parental involvement is one of the greatest strengths of the Riverview program. Every day, parents make a difference for their children and all children on the Riverview campus. Contact people include our PTSA president and our volunteer coordinator. Please contact the school office for additional information.

State Priority: School Climate

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.

School Safety Plan

The Riverview Elementary campus is a safe and secure campus. A perimeter fence deters entrance except in front of the office. All visitors, including parents, must sign in on a computerized screening program from Ident-a-Kid and wear a badge. The principal, staff, and a morning and lunch campus supervisor monitor campus security consistently throughout the school day. Security cameras also help to monitor campus safety.

The Riverview Elementary School Safety Plan is a complete Safety Plan covering all areas designated by the state of California. The safety plan addresses the physical environment, social environment and culture, emergency/disaster procedures, and school board policy and procedures. The safety plan is broken down into four key areas: mitigation and prevention, preparedness, recovery, and response. Safety procedures including fire, disaster and lockdown drills are practiced through the year. The complete plan is on file, updated annually, and available at the school office. The staff reviews the plan before school starts, and changes are made to accommodate any new staff members and then drills are practiced throughout the school year. A flip chart outlining LUSD emergency procedures is posted in each classroom and the office.

Practice and training is ongoing with disaster drills varying in the type of disaster on a bi-monthly basis. The Blackboard Connect-Ed system is used for emergency communication. The system can be used with or without power from a cell phone, providing instant information to all parents. Community safety meetings are held with representatives from Riverview, PTSA, Sheriff's Department, Highway Patrol, Fire Department, and San Diego County to discuss safety issues for each of the sites. These meetings are designed to bring together local police and fire officials, planning officials, district and site administration to discuss and address safety issues concerning schools.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	0.0	0.5	0.8
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	1.3	2.8	3.0
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselor*	868.6

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	.7
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	.4
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	.9
Resource Specialist (non-teaching)	1.5
Other	

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
2	22	1	7		23		7		23		7	
3	22		7		23		7		22		7	
4	26		6		27		4		27		5	
5	26		6		26		7		26		6	
Other**												

*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.

Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement			10

Teachers take some time each year to improve their teaching skills and to extend their knowledge of the subjects they teach. Professional development occurs several days before school starts as well as throughout the year. Professional Development has included higher level questioning strategies, common core instruction, Learning Headquarters Common Core Writing instruction, Math Transformations, immersion strategies and assessment, and technology. Professional Learning Communities and opportunities for teachers to share data results and collaborate around best practices occur monthly.

Across the District:

SCIENCE –

The primary areas of focus for staff and administrator development have been related to the adoption of the Next Generation Science Standards (NGSS) and moving teachers and administrators into implementation. Focus areas include: 1) Building leadership capacity, 2) Scaling up Professional Learning and Support to include all district teachers, 3) Planning instruction aligned to the Next Generation Science Standards, 4) Collaborative planning tools for instruction, and 5) Addressing supplemental instructional materials.

Professional development needs were determined via district-wide Needs Assessment Surveys, LUSD Core Leadership Team/California Next Generation Science Standards Early Implementation Initiative, and feedback data collected via prior professional learning events in the district.

Professional Learning for the 2019-2020 school year will address all levels/cohorts of teachers and administrators in the district through continued leadership, pedagogy, and content training. This will occur primarily through science lesson study for all TK-8 teachers of science to include MS ELA teachers, an intensive summer institute, district Professional Development days, and a review of publisher materials.

Core Leadership Team and established Teacher Leaders will continue to receive training in the areas of Leadership, Facilitation of Professional Learning for their peers, and deepening understanding of NGSS innovations, planning, and pedagogy via the NGSS Early Implementation Initiative Program.

"Expansion" (all other district teachers) teachers will be provided NGSS professional learning facilitated by their district Teacher Leader peers through the established lesson study model, Summer Institute opportunities, and district PD days. Other opportunities for science professional learning include supplemental material/planning work supported by a CA Regional Environmental Education Community (CREEC) partnership, and instructional material evaluation.

Administrator professional learning will address NGSS innovations, strategies to identify and support high-quality science instruction (observations and feedback) and sustainability. This support will occur both on-site and through district management meetings via the Early Implementer Initiative.

Next Generation Science Standards Teacher Leaders, Expansion Teachers, and administrators are supported via NGSS Early Implementation Initiative Project Director, on-site Core Leadership Team members and/or Teacher Leaders.

MATH –

LUSD focused on mathematics as a professional development goal in response to low-performance scores on the CAASPP and to support teachers in the Common Core Standards for Mathematics.

Professional development in mathematics is delivered in three primary ways: 1) Workshops (after school, on professional growth days, and during teacher release time), 2) Individual and small group site-based coaching/mentoring, and 3) Conference attendance.

Teachers are supported in refining their mathematics instruction and use of curriculum materials through 1) Workshops focused on the content and pedagogy relevant to the math content they teach, vertical progression of content, and the Common Core content and practice standards 2) Workshops/guided collaboration focused on unit and lesson design with their curriculum materials (within school and cross-school), 3) In-class coaching both in one-on-one and small groups, and 4) Lesson Study in grade-level groups. Additionally, principals attend all teacher professional learning activities and receive additional training from a leadership perspective.

Social/Emotional/Behavioral Support -

Social-emotional learning and support and behavioral support are focus areas in the 19-20 school year.

PBIS remains in place at all sites. School Counselors continue the work of supporting the social and emotional needs of students. Two Behavior Specialists and two Behavior Intervention Aides are also available to support students with the most intensive behavioral needs. Two MTSS Teachers on Special Assignment (TOSAs) were added to support the development of social/emotional/behavioral intervention systems at four of our Elementary sites.

Professional Development and Coaching have focused on Conscious Classroom Management strategies. Conscious Classroom Teaching provides teachers with professional development and coaching on Tier I and II behavioral strategies. MTSS TOSAs are also available to coach on classroom management strategies and student behavior plans.

Leadership -

Lakeside Union School District continues to support principal growth through Professional Development and has deepened our support of teacher leaders in the 2018-2019 school year. Teacher leaders (Facilitators) from each site received training in mentoring and coaching as well as content support in mathematics and 21st Century Learning. The Facilitators, in turn, provide on-site coaching to their respective staffs.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$48,827	\$49,378
Mid-Range Teacher Salary	\$72,652	\$77,190
Highest Teacher Salary	\$108,864	\$96,607
Average Principal Salary (ES)	\$116,656	\$122,074
Average Principal Salary (MS)	\$126,698	\$126,560
Average Principal Salary (HS)	\$0	\$126,920
Superintendent Salary	\$199,638	\$189,346

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	38%	36%
Administrative Salaries	5%	6%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	7788	0	7788	76609
District	N/A	N/A	7652	\$74,595.00
State	N/A	N/A	\$7,506.64	\$77,619.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	1.8	-18.9
School Site/ State	-23.8	-22.2

Note: Cells with N/A values do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded

The district's expenditures include funds for general education, special education, and specially funded projects but do not include facilities costs or deferred maintenance. Approximately three-fourths of the revenues go toward the salaries of teachers, specialists, auxiliary personnel, books, supplies, and equipment.

Riverview offers exceptional programs for its students despite the impact on budgets this past year. State funding is used for curriculum to support instruction towards mastery of the Common Core State Standards, integrating Spanish and Mandarin with Common Core Content Standards.

District funds provide for instrumental music instruction in the upper grades for interested students. PTSA funds help pay for additional visual, dance, and music artists. PTSA funds also help pay for high-quality online learning tools and field trip opportunities for every child. Riverview also offers incredible student leadership programs for over 200 students including the Student Lighthouse Team, for 4th and 5th grade students and the Challenge class for students who excel in their target language and English.

To make comparisons possible across schools and districts of varying sizes, we first report our overall spending per student. We base our calculations on our average daily attendance (ADA).

We've broken down expenditures by the type of funds used to pay for them. Unrestricted funds can be used for any lawful purpose. Restricted funds, however, must be spent for specific purposes set out by legal requirements or the donor. Examples include funding from Local Control Funding Formula Base and Supplemental funds, State Lottery funds, and Library/Literacy funds.

Next to the figures for the district and state averages, we show the percentage by which the school's spending varies from the district and state averages.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

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.



Tierra del Sol Middle School

9611 Petite Ln. • Lakeside, CA 92040 • (619) 390-2670 • Grades 6-8

Leslie Hardiman, Principal

lharden@lsusd.net

<http://www.lsusd.net/domain/84>

2018-19 School Accountability Report Card Published During the 2019-20 School Year



Lakeside Union School District

12335 Woodside Ave.

Lakeside, CA 92040

(619) 390-2600

<http://www.lsusd.net/site/default.aspx?PageID=1>

District Governing Board

John Butz

Holly Ferrante

Andrew Hayes

Bonnie LaChappa

Rhonda Taylor

District Administration

Dr. Andy Johnsen

Superintendent

Dr. Kim Reed

**Assistant Superintendent of
Educational Services**

Erin Garcia

**Assistant Superintendent of
Business Services**

School Description

Tierra del Sol (TdS) is located in eastern Lakeside. We are a school of over 750 learners and our goal is to make each day a day of learning for each child.

Students at TdS have access to fantastic core curriculum teachers in Math, Science, English, Social Studies, and PE. Our school also has strong elective programs as well, including ASB (student leadership), drama, band, percussion, art, technology, yearbook, and ceramics. Our school is proud to continue the Project Lead the Way Middle School Gateway program, with all nine classes being offered by 2019-2020! TdS is also proud to have over 200 Spanish and Mandarin Immersion students this year!

We have many programs to assist students with academic and/or behavioral issues. We know that many students need supports to be successful, and our goal is that every child can find success in middle school and beyond.

Tierra del Sol's vision centers around our motto, "Every Student, Every Day".

Every student is an integral part of an innovative learning community, focused around science, technology, engineering, mathematics, and the arts. All TdS students will have equitable access to a high quality STEAM (Science, Technology, Engineering, Arts, Math) and Immersion education that embraces the 4 C's - Communication, Collaboration, Critical Thinking, and Creativity - which are the super skills for the 21st century that will prepare students to succeed in a world in which they can yet imagine. Upon promotion, students from TdS will leave with an expectation for high achievement, respect for their school environment and their surrounding community. Students will also leave with a life-long learning attitude that provides a strong foundation to excel in any successful secondary institution, including those that promote a STEAM, Immersion, and/or college and career-readiness curriculum. "Every Student, Every Day" is a creed that all stakeholders, including administration, staff, parents, and students, will embrace and live by to facilitate the best learning environment throughout the school year.

Leslie Hardiman, PRINCIPAL

About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	285
Grade 7	263
Grade 8	226
Total Enrollment	774

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	2.3
American Indian or Alaska Native	2.2
Asian	1.6
Filipino	0.6
Hispanic or Latino	32.4
Native Hawaiian or Pacific Islander	0.9
White	55.9
Two or More Races	4
Socioeconomically Disadvantaged	46
English Learners	7.1
Students with Disabilities	18.1
Foster Youth	0.5

A. Conditions of Learning

State Priority: Basic

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;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials for Tierra del Sol Middle	17-18	18-19	19-20
With Full Credential	31	36	34
Without Full Credential	0	1	1
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Lakeside Union School	17-18	18-19	19-20
With Full Credential	♦	♦	235
Without Full Credential	♦	♦	5
Teaching Outside Subject Area of Competence	♦	♦	1

Teacher Misassignments and Vacant Teacher Positions at Tierra del Sol Middle School

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

* Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

The main fact about textbooks that the Williams legislation calls for described whether schools have enough books in core classes for all students. The law also asks districts to reveal whether those books are presenting what the California Content Standards call for.

Textbooks and Instructional Materials

Year and month in which data were collected: 10/2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Open Education Resources Chinese Wonderland & Singapore Chinese; both adopted in 2013 The textbooks listed are from most recent adoption: No Percent of students lacking their own assigned textbook: 0
Mathematics	CPM, adopted in 2018-19 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	Focus on Earth, Life, and Physical Science, CPO Science; adopted in 2007 Investigating Earth Systems, InterActions in Physical Science, It's About Time; adopted in 2007 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	Discovering our Past, McGraw Hill Glencoe; adopted in 2006 History Alive! California Middle School Program, Teachers' Curriculum Institute; adopted in 2006 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Foreign Language	Chinese Wonderland & Singapore Chinese; both adopted in 2013 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements (Most Recent Year)

Built in 1972, our school is 47 years old. The Lakeside Union School District Maintenance team does a wonderful job keeping our buildings and schools in good condition. Tierra del Sol is a very clean school, including buildings and rest rooms. Our school had a major upgrade in the summer of 2013. New air conditioners were added, as well as paint, concrete and much more. We updated our main office as well! We are so excited for you to come and visit our great campus!

To determine the condition of our facilities, our district sent experts from our facilities team to perform an inspection using a survey called the Facilities Inspection Tool, which is issued by the Office of Public School Construction.

Based on that survey, we've answered the questions you see on this report. Please note that the information reflects the condition of our buildings as of the date of the report. Since that time, those conditions may have changed.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: January, 2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	Re: the P.E. Building - repairs have been made but the roof still needs to be replaced.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Exemplary	

B. Pupil Outcomes

State Priority: Pupil Achievement

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 alternate 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 education sequences or programs of study

CAASPP Test Results in ELA and Mathematics for All Students Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	48	45	53	53	50	50
Math	31	29	41	41	38	39

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment 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 CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in Science for All Students Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

State Priority: Other Pupil Outcomes

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

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5			

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	745	715	95.97	44.62
Male	408	389	95.34	42.16
Female	337	326	96.74	47.55
Black or African American	19	19	100.00	31.58
American Indian or Alaska Native	16	15	93.75	33.33
Asian	12	12	100.00	58.33
Filipino	--	--	--	--
Hispanic or Latino	232	224	96.55	33.48
Native Hawaiian or Pacific Islander	--	--	--	--
White	425	405	95.29	50.86
Two or More Races	31	30	96.77	43.33
Socioeconomically Disadvantaged	341	329	96.48	28.57
English Learners	65	63	96.92	17.46
Students with Disabilities	125	117	93.60	12.82
Foster Youth	--	--	--	--
Homeless	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment 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 CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: 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 Year 2018-19 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	745	713	95.70	28.89
Male	408	389	95.34	33.93
Female	337	324	96.14	22.84
Black or African American	19	19	100.00	21.05
American Indian or Alaska Native	16	15	93.75	6.67
Asian	12	12	100.00	58.33
Filipino	--	--	--	--
Hispanic or Latino	232	224	96.55	18.75
Native Hawaiian or Pacific Islander	--	--	--	--
White	425	403	94.82	33.00
Two or More Races	31	30	96.77	46.67
Socioeconomically Disadvantaged	341	327	95.89	16.51
English Learners	65	64	98.46	9.38
Students with Disabilities	125	116	92.80	7.76
Foster Youth	--	--	--	--
Homeless	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment 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 CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: 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.

C. Engagement

State Priority: Parental Involvement

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

Opportunities for Parental Involvement (School Year 2019-20)

We work to keep our parents connected at Tierra del Sol. Our PTSA parents meet monthly, and parents also may volunteer on campus with a variety of different opportunities to help.

Parents support our school by volunteering at major events, helping support fund raisers and chaperoning at dances and field trips. Regardless of your talents, we'll find a way for you to help!

Parents may attend PTA meetings and School Site Council meetings each month. Each meeting has a different role in helping support our students and their education.

We also look to reach out to parents and keep them connected in their child's school. We use Jupiter Grades to report homework and grades, and email and/or call parents weekly via Illuminate to keep them updated on school events and activities. Parents can also log into the Illuminate Parent Portal to check attendance, behavior, and grades.

For more information, contact Principal Leslie Hardiman at (619) 390-2670 x2055.

State Priority: School Climate

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.

School Safety Plan

Safety is paramount at Tierra del Sol. Our school and District work diligently to provide a safe environment for each student each day. We practice and drill for many different emergencies - fire, earthquake, secure campus, lockdown. We believe that practicing will help prepare us if there was ever a real emergency on campus.

Our grounds are monitored by our Staff and our District maintenance responds immediately if any unsafe situations are found. Visitors must check in and out at the office. Any adult on campus must display either a visitor badge, or a staff lanyard. This school year we will be implementing Ident-a-kid on our school campus as an added safety measure.

Our School Safety Plan is revised every fall as we return to school. We assign staff roles and practice emergency situations throughout the year.

Key elements of our plan include our evacuation areas and our secure campus procedures. Based on our experiences, we try to practice for the most likely events which are earthquakes and lockdowns. Students and faculty review our plan and procedures as we practice throughout the year. Tierra del Sol is a very safe school.

Our students can withstand a shelter in place for several hours as our school has three windowless buildings to safely house children in the event of an actual emergency. Students have access to water and restrooms within these B, C, and D buildings.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	4.7	9.4	9.2
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	1.3	2.8	3.0
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselor*	774.0

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.5
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	.5
Resource Specialist (non-teaching)	
Other	.4

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
6	25	14	28	13	24	17	30	18	25	25	22	23
Other**												

*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.

Average Class Size and Class Size Distribution (Secondary)

Subject	2016-17 Average Class Size	2016-17 # of Classes* Size 1-22	2016-17 # of Classes* Size 23-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-22	2017-18 # of Classes* Size 23-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-22	2018-19 # of Classes* Size 23-32	2018-19 # of Classes* Size 33+
English	21	12	9	5	22	9	10	4	24	13	4	14
Mathematics	21	9	9	4	22	7	8	4	25	7	4	11
Science	28	2	7	7	28	2	7	6	32	2	4	11
Social Science	30	1	7	7	25	5	7	4	29	6	3	10

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement		5	5

Each year, staff and administration meet to review data and develop our professional development plan for teachers.

Staff receive continuous professional development and feedback in regards to these three areas.

Our math instructors benefit from our District's partnership with Math Transformation. Teachers meet monthly with their math coaches to review curriculum and practice to best benefit students and help prepare them for success on the the annual SBAC assessments.

In addition, Principals in Lakeside work collaboratively in management Professional Learning Communities to determine best practices to lead students to high levels of achievement. Principals share these practices with staff and assist in monitoring and implementation throughout the school year.

Across the District:

SCIENCE –

The primary areas of focus for staff and administrator development have been related to the adoption of the Next Generation Science Standards (NGSS) and moving teachers and administrators into implementation. Focus areas include: 1) Building leadership capacity, 2) Scaling up Professional Learning and Support to include all district teachers, 3) Planning instruction aligned to the Next Generation Science Standards, 4) Collaborative planning tools for instruction, and 5) Addressing supplemental instructional materials.

Professional development needs were determined via district-wide Needs Assessment Surveys, LUSD Core Leadership Team/California Next Generation Science Standards Early Implementation Initiative, and feedback data collected via prior professional learning events in the district.

Professional Learning, during the 2018-2019 school year, addressed all levels/cohorts of teachers and administrators in the district through continued leadership, pedagogy, and content training. This occurred primarily through science lesson study for all TK-8 teachers of science to include MS ELA teachers, an intensive summer institute, district Professional Development days, and a review of publisher materials.

Core Leadership Team and established Teacher Leaders will continue to receive training in the areas of Leadership, Facilitation of Professional Learning for their peers, and deepening understanding of NGSS innovations, planning, and pedagogy via the NGSS Early Implementation Initiative Program. "Expansion" (all other district teachers) teachers will be provided NGSS professional learning facilitated by their district Teacher Leader peers through the established lesson study model, Summer Institute opportunities, and district PD days.

Other opportunities for science professional learning include supplemental material/planning work supported by a CA Regional Environmental Education Community (CREEC) partnership, and instructional material evaluation.

Administrator professional learning will address NGSS innovations, strategies to identify and support high quality science instruction (observations and feedback) and sustainability. This support will occur both on site and through district management meetings via the Early Implementer Initiative.

Next Generation Science Standards Teacher Leaders, Expansion Teachers, and administrators are supported via NGSS Early Implementation Initiative Project Director, on-site Core Leadership Team members and/or Teacher Leaders.

MATH –

LUSD focused on mathematics as a professional development goal in response to low performance scores on the CAASPP and to support teachers in the Common Core Standards for Mathematics.

Professional development in mathematics is delivered in three primary ways: 1) Workshops (after school, on professional growth days, and during teacher release time), 2) Individual and small group site-based coaching/mentoring, and 3) Conference attendance.

Teachers are supported in refining their mathematics instruction and use of curriculum materials through: 1) Workshops focused on the content and pedagogy relevant to the math content they teach, vertical progression of content, and the Common Core content and practice standards 2) Workshops/guided collaboration focused on unit and lesson design with their curriculum materials (within school and cross-school), 3) In-class coaching both in one-on-one and small groups, and 4) Lesson Study in grade-level groups. Additionally, principals attend all teacher professional learning activities and receive additional training from a leadership perspective.

Social/Emotional/Behavioral Support -

Social-emotional learning and support and behavioral support are focus areas in the 19-20 school year.

PBIS remains in place at all sites. School Counselors continue the work of supporting the social and emotional needs of students. Two Behavior Specialists and two Behavior Intervention Aides are also available to support students with the most intensive behavioral needs. Last year, two MTSS Teachers on Special Assignment (TOSAs) were added to support the development of social/emotional/behavioral intervention systems at four of our Elementary sites.

Professional Development and Coaching have focused on Conscious Classroom Management strategies. Conscious Classroom Teaching provides teachers with professional development and coaching on Tier I and II behavioral strategies. MTSS TOSAs are also available to coach on classroom management strategies and student behavior plans.

Leadership -

Lakeside Union School District continues to support principal growth through Professional Development and has deepened our support of teacher leaders in the 2018-2019 school year. Teacher leaders (Facilitators) from each site received training in mentoring and coaching as well as content support in mathematics and 21st Century Learning. The Facilitators, in turn, provide on-site coaching to their respective staffs.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$48,827	\$49,378
Mid-Range Teacher Salary	\$72,652	\$77,190
Highest Teacher Salary	\$108,864	\$96,607
Average Principal Salary (ES)	\$116,656	\$122,074
Average Principal Salary (MS)	\$126,698	\$126,560
Average Principal Salary (HS)	\$0	\$126,920
Superintendent Salary	\$199,638	\$189,346

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	38%	36%
Administrative Salaries	5%	6%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	7855	82	7773	75844
District	N/A	N/A	7652	\$74,595.00
State	N/A	N/A	\$7,506.64	\$77,619.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	1.6	-7.8
School Site/ State	-22.4	-11.2

Note: Cells with N/A values do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded

We have several programs at our schools to provide support for students, both academically and behaviorally.

Many classroom teachers provide additional help or tutoring for students on an as-needed basis. Parents can contact their children's teacher(s) to find out about specific days and/or times that this assistance is available. Students that continue to struggle in classes may be referred for a Student Study Team (SST) meeting through our Counselor, Mrs. Macias-Gonzalez. Mrs. Macias-Gonzalez will call a meeting with the student, parent, and all teachers to discuss a plan for success. Other monitor and assistance programs are our Jupiter Grades, Review 360, and Friday check-ins with the counselor.

Students are supported with behavior and positive decision-making in many ways at TdS. We have periodic class discussions, presentations by administrators, and assemblies that encourage positive behaviors. We also provide school wide Positive Behavior Intervention and Supports (PBIS) activities to all of our students at least once a week. TdS students are encouraged to perform good deeds at their school and in their community. Students learn about the power each individual has to make a positive contribution.

If a student continues to struggle behaviorally, we offer many different counseling supports. These can be discussed with our School Counselor, Mrs. Macias-Gonzalez.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

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.



Winter Gardens Elementary School

8501 Pueblo Rd. • Lakeside, CA 92040 • (619) 390-2687 • Grades K-1

Hee-Jin Peterson, Principal

hjpeterson@lsusd.net

<http://www.lsusd.net/Domain/808>

2018-19 School Accountability Report Card

Published During the 2019-20 School Year



Lakeside Union School District

12335 Woodside Ave.

Lakeside, CA 92040

(619) 390-2600

<http://www.lsusd.net/site/default.aspx?PageID=1>

District Governing Board

John Butz

Holly Ferrante

Andrew Hayes

Bonnie LaChappa

Rhonda Taylor

District Administration

Dr. Andy Johnsen

Superintendent

Dr. Kim Reed

**Assistant Superintendent of
Educational Services**

Erin Garcia

**Assistant Superintendent of
Business Services**

School Description

Winter Gardens Elementary is in Lakeside, California, in the County of San Diego. It is a K/1st language immersion school-of-choice site with close to 400 students that feed into our 2nd-5th grade sister school, Riverview International Academy. Families from across San Diego County request inter-district transfers to attend our prestigious program exposing students to Spanish, Mandarin, NGSS, and the arts throughout their K-8 experience. Our bicultural staff provides a sound language program that empowers students with 21st-century skills to be exceptional future global leaders.

Cultural Proficiency and character education are pivotal to cultivate an awareness and respect for other cultures, develop empathy for others, and empower students as future leaders of a global society. The Seven Habit's program promotes leadership development to prepare our students to be conscientious, responsible global leaders. Parent involvement and an active PTSA are integral partners in making our instructional program possible. Thanks to their collaboration and volunteer work, we are able to fund our field trips, enrichment options, online programs, and other student support services to support our language immersion program.

Winter Gardens' vision is to prepare students to be 21st Century multi-lingual and culturally-competent global citizens. Our rigorous immersion Spanish and/or Chinese programs, alongside our Keys of Success Positive Behavior interventions and Supports Program and cultural proficiency, guide instruction to prepare conscientious, global citizens with empathetic and competitive skills.

About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	182
Grade 1	183
Total Enrollment	365

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	4.1
American Indian or Alaska Native	1.1
Asian	3.6
Filipino	1.4
Hispanic or Latino	37.8
Native Hawaiian or Pacific Islander	0.3
White	47.1
Two or More Races	4.7
Socioeconomically Disadvantaged	26.3
English Learners	4.7
Students with Disabilities	5.2

A. Conditions of Learning

State Priority: Basic

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;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials for Winter Gardens	17-18	18-19	19-20
With Full Credential	16	16	16
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Lakeside Union School	17-18	18-19	19-20
With Full Credential	♦	♦	235
Without Full Credential	♦	♦	5
Teaching Outside Subject Area of Competence	♦	♦	1

Teacher Misassignments and Vacant Teacher Positions at Winter Gardens Elementary School

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

* Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

The main fact about textbooks that the Williams legislation calls for described whether schools have enough books in core classes for all students. The law also asks districts to reveal whether those books are presenting what the California Content Standards call for.

Textbooks and Instructional Materials

Year and month in which data were collected: 10/2018

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	CA Wonders; McGraw-Hill; adopted in 2014 CA Maravillas, McGraw-Hill; adopted in 2015 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	Everyday Math, McGraw-Hill; adopted 2015 Matematicas Diarias, McGraw-Hill; adopted 2015 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	Ciencias - Spanish, Pearson; adopted in 2007 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	History Social Science for California, Scott Foresman; English and Spanish, adopted in 2006 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Foreign Language	Speaking & Listening - Chinese Wonderland; adopted 2014 Reading & Writing - Meizhou Huayu; adopted 2015 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements (Most Recent Year)

The school was built in the early 1960s and underwent a renovation in 2014 to ensure the safety of our young students and expand our site parking. Buildings and restrooms are clean, well-equipped, and in good working order. We have a KaBoom playground and a fairly new multipurpose room with a cafeteria and student bathrooms. Our site is currently looking into adding additional shading space and exchanging one of our old bungalows for one where we can consult and provide support services for students.

To determine the condition of our facilities, our district sent experts from our facilities team to perform an inspection using a survey called the Facilities Inspection Tool, which is issued by the Office of Public School Construction.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: January, 2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Re: Portables - Repaint front of rooms# 7, 8, and 15. Re: Multi-Purpose Room - added a filtered bottle filling station.
Overall Rating	Exemplary	

B. Pupil Outcomes

State Priority: Pupil Achievement

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 alternate 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 education sequences or programs of study

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA						

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment 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 CAAs divided by the total number of students who participated in both assessments.

School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students				

Note: ELA test results include the Smarter Balanced Summative Assessment 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 CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: 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.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

State Priority: Other Pupil Outcomes

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

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5			

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

School Year 2018-19 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students				

Note: Mathematics test results include the Smarter Balanced Summative Assessment 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 CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: 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.

C. Engagement

State Priority: Parental Involvement

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

Opportunities for Parental Involvement (School Year 2019-20)

Parental involvement is one of the greatest strengths of our language immersion program. Our parents are vital partners working hand-in-hand with our staff and students in multiple capacities. They serve as room parents, tutors, classroom/events volunteers, and wonderful fundraisers. Parents are also actively involved as parent leaders, helping to teach the 7 keys of excellence, and volunteers in multiple events including: The Chinese New Year Festival, the International Fair, Jog-a-Thon, International Day of Peace, Love of Reading Week, Eye on Science Week, and Red Ribbon Week. Other opportunities for parental involvement include student performances, Book Fairs, PTSA Founder's Day community service celebration, Parent Information Nights, and Open House.

Additionally, parental involvement opportunities include PTSA events/meetings, School Site Council, Coffee with the Principal, 7 Keys of Excellence School-wide PBIS recognition efforts, Parent Workshop meetings, and quarterly English Language Advisory Committee meetings. The PTSA also helps the school provide supplemental resources/programs, assemblies (BMX bikes for Red Ribbon Week), lead Mad Science for Eye on Science Week, and Chinese acrobats. Opportunities for parents in the governance and funding of the school, per LCFF, include District LCAP parent feedback groups, School Site Council, District Advisory Committee, and District English Learner Advisory Committees.

State Priority: School Climate

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.

School Safety Plan

We are among the only districts which host a Community Safety Meeting twice a year with our fire, law-enforcement, county officials, and parent representatives in an effort to be up-to-date on safety protocol. Our first Safety Meeting this year was held in October, 2019.

The key elements to our comprehensive safety plan include classrooms that are up to fire-department code, emergency & disaster plans, and clear communication protocols for staff and office. Information regarding safety is presented yearly at staff meetings and throughout the year. All classrooms and student areas are equipped with appropriate communication devices as well as an emergency disaster plan and materials located above fire extinguishers. Appropriate amounts of food, water, and first-aid supplies are stored in a cargo container near evacuation routes. A map is displayed in all classrooms indicating where students and staff are to meet in case of an emergency. Monthly, school-wide drills are conducted to ensure that all are best prepared in case of a real emergency.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	0.0	0.0	0.0
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	1.3	2.8	3.0
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselor*	1216.7

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	.3
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	.3
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	.1
Resource Specialist (non-teaching)	.5
Other	.2

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	24		8		23		8		23	2	6	
1	23		8		22	1	7		23		8	
Other**												

*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.

Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement			10

Understanding that quality teachers play a key role in student achievement, our language immersion site is taking active steps to provide enriching professional development opportunities this year that help enrich the language instruction provided to our students. As an immersion site, our staff has participated in the following PD: Maravillas Curriculum roll-out, Common Core Math Training sessions, and Spanish Common Core Standards (SDCOE). Teachers are also developing their professional skills by sharing their expertise with other professionals in multiple settings including: CUE Technology Conference, Learning Headquarters, and WRITE Institute.

Through our joint district-union Teacher Evaluation, staff is provided a teacher-growth model to reflect and build on their teaching. Through this process, instructional leaders support teachers through formal and informal observations, instructional walk-throughs, teacher/admin reflections, and PD support is provided in various layers to meet individual teacher needs.

Additionally, our district is committed to weekly PLCs, providing teachers the opportunity to collaborate, analyze data, and plan instruction according to CCSS and student needs. Our professional learning and collaborations are driven by various formative & summative assessments and teacher observations.

Across the District:

SCIENCE –

The primary areas of focus for staff and administrator development have been related to the adoption of the Next Generation Science Standards (NGSS) and moving teachers and administrators into implementation. Focus areas include: 1) Building leadership capacity, 2) Scaling up Professional Learning and Support to include all district teachers, 3) Planning instruction aligned to the Next Generation Science Standards, 4) Collaborative planning tools for instruction, and 5) Addressing supplemental instructional materials.

Professional development needs were determined via district-wide Needs Assessment Surveys, LUSD Core Leadership Team/California Next Generation Science Standards Early Implementation Initiative, and feedback data collected via prior professional learning events in the district.

Professional Learning for the 2019-2020 school year will address all levels/cohorts of teachers and administrators in the district through continued leadership, pedagogy, and content training. This will occur primarily through science lesson study for all TK-8 teachers of science to include MS ELA teachers, an intensive summer institute, district Professional Development days, and a review of publisher materials.

Core Leadership Team and established Teacher Leaders will continue to receive training in the areas of Leadership, Facilitation of Professional Learning for their peers, and deepening understanding of NGSS innovations, planning, and pedagogy via the NGSS Early Implementation Initiative Program. "Expansion" (all other district teachers) teachers will be provided NGSS professional learning facilitated by their district Teacher Leader peers through the established lesson study model, Summer Institute opportunities, and district PD days. Other opportunities for science professional learning include supplemental material/planning work supported by a CA Regional Environmental Education Community (CREEC) partnership, and instructional material evaluation.

Administrator professional learning will address NGSS innovations, strategies to identify and support high quality science instruction (observations and feedback) and sustainability. This support will occur both on site and through district management meetings via the Early Implementer Initiative.

Next Generation Science Standards Teacher Leaders, Expansion Teachers, and administrators are supported via NGSS Early Implementation Initiative Project Director, on-site Core Leadership Team members and/or Teacher Leaders.

MATH –

LUSD focused on mathematics as a professional development goal in response to low performance scores on the CAASPP and to support teachers in the Common Core Standards for Mathematics.

Professional development in mathematics is delivered in three primary ways: 1) Workshops (after school, on professional growth days, and during teacher release time), 2) Individual and small group site-based coaching/mentoring, and 3) Conference attendance.

Teachers are supported in refining their mathematics instruction and use of curriculum materials through: 1) Workshops focused on the content and pedagogy relevant to the math content they teach, vertical progression of content, and the Common Core content and practice standards 2) Workshops/guided collaboration focused on unit and lesson design with their curriculum materials (within school and cross-school), 3) In-class coaching both in one-on-one and small groups, and 4) Lesson Study in grade-level groups. Additionally, principals attend all teacher professional learning activities and receive additional training from a leadership perspective.

Social/Emotional/Behavioral Support -

Social-emotional learning and support and behavioral support are focus areas in the 19-20 school year.

PBIS remains in place at all sites. School Counselors continue the work of supporting the social and emotional needs of students. Two Behavior Specialists and two Behavior Intervention Aides are also available to support students with the most intensive behavioral needs. Two MTSS Teachers on Special Assignment (TOSAs) were added to support the development of social/emotional/behavioral intervention systems at four of our Elementary sites.

Professional Development and Coaching have focused on Conscious Classroom Management strategies. Conscious Classroom Teaching provides teachers with professional development and coaching on Tier I and II behavioral strategies. MTSS TOSAs are also available to coach on classroom management strategies and student behavior plans.

Leadership -

Lakeside Union School District continues to support principal growth through Professional Development and has deepened our support of teacher leaders in the 2018-2019 school year. Teacher leaders (Facilitators) from each site received training in mentoring and coaching as well as content support in mathematics and 21st Century Learning. The Facilitators, in turn, provide on-site coaching to their respective staffs.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$48,827	\$49,378
Mid-Range Teacher Salary	\$72,652	\$77,190
Highest Teacher Salary	\$108,864	\$96,607
Average Principal Salary (ES)	\$116,656	\$122,074
Average Principal Salary (MS)	\$126,698	\$126,560
Average Principal Salary (HS)	\$0	\$126,920
Superintendent Salary	\$199,638	\$189,346

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	38%	36%
Administrative Salaries	5%	6%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	7034		7034	63596
District	N/A	N/A	7652	\$74,595.00
State	N/A	N/A	\$7,506.64	\$77,619.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-8.4	-19.3
School Site/ State	-18.7	-22.6

Note: Cells with N/A values do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded

Our SSC helps our site budget our LCFF, Unrestricted and Supplemental funding.

Winter Garden's Base LCFF site funds 21st Century-focused education that develops mastery of the Common Core State Standards, Next Generation Science standards, target language (Spanish or Mandarin instruction, and 3rd language enrichment). In addition, our immersion language program provides students the primary target language instruction with 3rd language exposure, thanks to Chinese Interns and Spanish Teachers who provide an average of 30 minutes every week.

Understanding the importance of providing our language immersion teachers with the best practices, Unrestricted funding is utilized to provide professional development, and Spanish/Mandarin support resources. In addition, our Unrestricted funding supports arts integration, and the 7 Keys of Excellence Habits program.

Supplemental funding is utilized to support student interventions for English Learner, and Socio-economically disadvantaged students.

Major contribution to our quality instructional program also comes from family & community donations and fundraisers. The annual district-wide Run for the Arts fundraiser provides funding to support the arts in all schools. Through our site's annual Jog-A-Thon, Multicultural Fair, Festival de Otoño, and other fundraisers, our PTSA supplements our educational opportunities by paying for high-quality assemblies, field trip opportunities, arts integration, 7 Keys of Excellence school-wide PBIS recognition program, online support intervention programs, target language teaching materials, and other classroom/site needs.

Bond allocations have allowed us to provide the school with technology including: MacBook Pro computers for every teacher, SMART Boards, docu-cams, and wireless access in every classroom, with an added 10 iPads for each teacher.

Aligned with Riverview International Academy (2nd-5th grade), our site's state and federal program evaluation standing equates to its high-achieving trajectory, which has placed our site at or above district, county, and state average. We are a 21st Century school making it happen today!

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

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.

LAKESIDE UNION SCHOOL DISTRICT

Governing Board Meeting Date: Jan. 16, 2020

Agenda Item:

Continuing Disclosure and ADTR Services Agreement with Dale Scott and Company

Background (Describe purpose/rationale of the agenda item):

The District requests approval to enter into agreement with Dale Scott and Company for the continuing disclosure services related to the District bonds. Services include preparation of the annual report of the Bond, updated filings as needed and preparation and filing of the Annual Debt Transparency Report (ADTR).

Fiscal Impact (Cost):

Not to Exceed \$7,500

Funding Source:

Bond

Addresses Emphasis Goal(s):

☐ #1: Academic Achievement

☐ #2: Social Emotional

☐ #3: Physical Environments

Recommended Action:

☐ Informational

☐ Denial/Rejection

☐ Discussion

☒ Ratification

☒ Approval

☐ Explanation: [Click here to enter text.](#)

☐ Adoption

Originating Department/School: Business Services

Submitted/Recommended By:

Approved for Submission to the Governing Board:


Erin Garcia, Assistant Superintendent


Dr. Andy Johnsen, Superintendent

Reviewed by Cabinet Member 

January 02, 2020

Board of Trustees
c/o Erin Garcia, Assistant Superintendent
Lakeside Union School District
12335 Woodside Avenue
Lakeside, CA, 92040

**Re: Lakeside Union School District
Continuing Disclosure and ADTR Services Agreement**

Ladies and Gentlemen:

It is our understanding that Lakeside Union School District (the "District") wishes to comply with obligations under the continuing disclosure certificates the District has executed and delivered in connection with its outstanding long-term debt financings. Dale Scott & Company, Inc. ("DS&C", together with the District, the "Parties"; individually each a "Party") hereby agrees to assist the District as its continuing disclosure dissemination agent ("Dissemination Agent"). In connection with this goal, Dale Scott & Company, Inc. ("DS&C") proposes to advise and assist the District as its independent financial advisor as set forth below (the "Agreement").

- I. **Continuing Disclosure Services Provided.** The services to be provided under this Agreement are set forth below:
- a. **Preparation of Annual Report.** Include all required items from the continuing disclosure certificate ("CDC") from each of the District's outstanding financings. DS&C shall, whenever possible, attempt to consolidate information from separate CDCs into a single Annual Report.
 - b. **Annual Filing of Annual Report.** File all materials as required under each CDC with the Municipal Securities Rulemaking Board through its Electronic Municipal Market Access portal.
 - c. **Preparation and Filing of Notice of Significant Events.** Notices of significant market events are required to be filed within 10 business days of their occurrence. DS&C will prepare notices of significant events as required by any CDC when DS&C becomes aware of such event. DS&C will monitor third-party sources for occurrences of significant events related to the rating of the District or any applicable credit enhancement such as bond insurance. The District will notify DS&C if it becomes aware of any significant event requiring a filing. The terms of the CDC govern but such significant events include, but are not limited to:
 - Delinquencies, defaults, unscheduled drawdowns of debt service reserves or credit enhancements, defeasances, bankruptcies, bond calls, adverse tax opinions, etc.
 - Changes in the underlying rating of the District
 - Changes in the ratings of the insurers on the District's outstanding financings
 - Any other significant event required to be disclosed by a CDC
 - d. **Update Filings.** Research and determine if prior year filings were timely and accurate and, if not, bring all such filings up to date.



- II. **Preparation and Filing of Annual Debt Transparency Reports ("ADTRs")** shall include but not be limited to:
- a. Complete an Annual DTR for each applicable District bond or note issuance.
 - b. Obtain outstanding data from the District not otherwise available as required for the filing of each Annual DTR.
 - c. Annually file ADTRs with the California Debt and Investment Advisory Commission ("CDIAC").
 - d. Provide the District with notice and confirmation of each successful filing.
- III. **Limitations on Services.**
- a. The services provided under this Agreement are limited to the services described above unless otherwise agreed to in writing by DS&C.
 - b. Under the terms of this Agreement, DS&C is not responsible for determining whether any Annual Report makes an untrue statement of material fact or omits to state any material information or to make any determination with respect to the "materiality" of a significant event or whether such event reflects "financial difficulties" of the District.
- IV. **Compensation.** For its services as set forth in this Agreement, DS&C shall be compensated as follows:
- a. For the preparation and filing of the Annual Report (including budgets, audits and any other required data) and for the reporting of significant events, an annual fee of \$5,000 payable within 30 days of receipt of invoice from DS&C.
 - b. For any updated filings required under Paragraph I.d of this Agreement, a fee \$2,500 per filing.
 - c. For the preparations and filing of ADTRs:
 - A one-time set up fee of \$500 for each ADTR
 - An annual fee of \$500 for each filed ADTR provided however:
 - That for any one year, the total annual fee for all services related to the preparation and filing of ADTRs shall not exceed \$2,500
 - The Annual DTR fee and annual cap shall escalate by 2.5% per year
 - d. The District agrees to reimburse DS&C all reasonable and necessary out-of-pocket expenses at their direct cost in an amount not to exceed \$5,000.
- V. **Effective Date, Terms, and Conditions.** This Agreement shall be effective on the date it is signed by an authorized representative of the District and shall last for a term of five years from that date. The District agrees that, during the term of this Agreement, DS&C shall be the sole Dissemination Agent hired by the District for the services described herein.
- Either Party may terminate this Agreement at any time with 30 days' written notice of such termination. If such termination is requested by the District, the District agrees to compensate DS&C for its services performed and expenses incurred through the effective date of termination as mutually agreed upon.



VI. Additional Matters.

- a. **Governing Law.** This Agreement shall be governed and interpreted in accordance with the laws of California, without giving effect to principles of conflicts of law. Any litigation or arbitration between the Parties will take place in the appropriate forum located closest to San Francisco, CA.
- b. **Attorneys' Fees.** If either Party brings any action or proceeding to enforce, protect or establish any right or remedy arising out of or based upon this Agreement, including but not limited to the recovery of damages for its breach, the prevailing Party shall be entitled to recovery of its costs and reasonable attorneys' fees, including the reasonable value of counsel services.
- c. **DS&C's Duty to Comply with Laws.** DS&C shall, at all times, comply with all laws, statutes, ordinances, rules and regulations applicable thereto, enacted and adopted by federal, state, regional, municipal or other government bodies, departments or offices thereof.
- d. **Assignment.** This Agreement shall be binding upon and inure to the benefit of the Parties, their respective successors and permitted assigns; provided however, neither party may assign or transfer any of its rights or obligations hereunder without the prior written consent of the other Party.
- e. **Independent Contractor.** DS&C are independent contractors and not agents or employees of the District and shall have no authority to act as an agent of the District, nor to enter into any agreement for or on behalf of the District except as provided herein.
- f. **Property of District.** All work performed by DS&C pursuant to this Agreement shall become the property of the District, is for the sole use of the District, and shall not be released to any third party without prior written consent of the District.
- g. **Notices.** Where written notice is to be given under this Agreement, service shall be sufficient if deposited in the United States mail, postage paid, and shall be effective from the date of mailing. Notice to the Parties shall be addressed to the signatories below at their respective addresses first listed above. The Parties may deliver any documents related to this Agreement or any notices required by email or other electronic means. The Parties consent to (i) conduct business electronically, (ii) receive documents and notices by such electronic delivery, and (iii) sign documents electronically.
- h. **Entire Agreement.** This Agreement sets forth the entire agreement and understanding of the Parties relating to the subject matter herein and supersedes all prior or contemporaneous discussions, understandings and agreements between them relating to the subject matter hereof.
- i. **Amendments and Waivers.** No amendment to this Agreement, nor any waiver of any rights under this Agreement, shall be effective unless in writing signed by the Parties. No delay or failure to require performance of any provision of this Agreement shall constitute a waiver of that provision as to that or any other instance.
- j. **Indemnity and Hold Harmless.** Each Party agrees to indemnify and hold harmless the other Party and its employees, agents, managers, and members from any claims, liabilities, losses, damages, and expenses asserted against the other Party and arising out

of the indemnifying Party's negligence, willful misconduct, and negligent performance of, or failure to perform, any of its duties or obligations under this Agreement. The provisions of this indemnification are solely for the benefit of the Parties hereto and not intended to create or grant any rights, contractual or otherwise, to another person or entity.

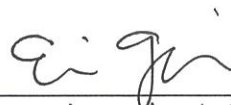
- k. **Severability.** If a provision of this Agreement is held to be unenforceable under applicable law, the Parties agree to renegotiate such provision in good faith. In the event that the Parties cannot reach a mutually agreeable and enforceable replacement for such provision, then such provision shall be excluded from this Agreement, and the balance of the Agreement shall be interpreted as if such provision were so excluded and shall be enforceable in accordance with its terms.
- l. **Counterparts.** This Agreement may be executed in any number of counterparts, each of which when so executed and delivered shall be deemed an original, and all of which together shall constitute one and the same agreement. Execution of a facsimile copy will have the same force and effect as execution of an original, and a facsimile signature will be deemed original and valid.
- m. **Construction.** This Agreement is the result of negotiations between the Parties, and has been reviewed by each of the Parties and their respective counsel, if any. Accordingly, this Agreement shall be deemed to be the product of the Parties, and no ambiguity shall be construed in favor of or against any one of the Parties.
- n. **No Municipal Advisory Services.** DS&C represents that it is not, in fact, conducting any municipal advisory services in the performance of this Agreement. The data that DS&C disseminates under the terms of this Agreement are of a factual nature and do not contain any opinions or advice of DS&C, and may not be relied upon as financial advice from DS&C. DS&C agrees to work with the District to ensure that the terms of the Agreement are interpreted and performed accordingly. The Parties agree to immediately amend the Agreement as soon as either becomes aware of any term herein that inadvertently requests or requires that DS&C provide municipal advisory services.
- o. **As-Is Data.** The data DS&C disseminates under this Agreement may be produced from third-party sources. While such data is reasonably believed to be reliable, DS&C makes no representation regarding the accuracy, completeness or reliability of such data, and disseminates it strictly "as is." DS&C shall not be liable for any damages arising from use of, or reliance upon, such data, however caused and on any theory of liability.

Dale Scott & Company, Inc.

Lakeside Union School District

By:

Accepted:

Dale Scott, President

Title: Assistant Superintendent

Date: 1-3-2020

LAKESIDE UNION SCHOOL DISTRICT

Governing Board Meeting Date: January 16, 2020

Agenda Item:

Approve filing Notice of Completion for the installation of shade structures at Eucalyptus Hills and Winter Gardens Elementary Schools with GEM Industrial, Inc.

Background (Describe purpose/rationale of the agenda item):

On June 6, 2019 the Governing Board authorized staff to enter into a contract with GEM Industrial Inc. for the installation of shade structures at Eucalyptus Hills and Winter Gardens Elementary Schools. Currently this contract is substantially complete and the next step is closing it out is to file a Notice of Completion. The total cost of the contract is \$456,000.00. In order to comply with the prompt payment statutes per Public Contract Code Section 7101, it is recommended that the district proceed to file the notice of completion and release the retention to close out the work that has been completed.

The filing of the notice of completion is only intended to notify subcontractors and suppliers on the project and does not waive the district's rights or remedies under the contract. This notice of completion shall not alter any contract requirements or punch-lists required for close out of the project.

Fiscal Impact (Cost):

None

Funding Source:

Bond Fund - Measure L-Series B

Addresses Emphasis Goal(s):

☐ **#1:** Academic Achievement ☐ **#2:** Social Emotional ☒ **#3:** Physical Environments

Recommended Action:

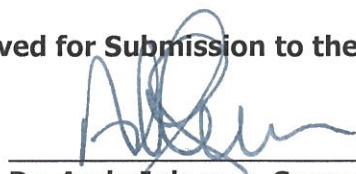
☐ **Informational** ☐ **Denial/Rejection**
☐ **Discussion** ☐ **Ratification**
☒ **Approval** ☐ **Explanation:** Click here to enter text.
☐ **Adoption**

Originating Department/School: Business Services

Submitted/Recommended By:

Approved for Submission to the Governing Board:


Erin Garcia, Assistant Superintendent


Dr. Andy Johnsen, Superintendent

Reviewed by Cabinet Member 

Recordation Requested by and
When Recorded Return to

Contact Name Erin Garcia, Assistant Superintendent
District Name Lakeside Union School District
District Address 12335 Woodside Avenue
City, State, Zip Lakeside, CA 92040

Above Space for Recorder's Use Only

**ACCEPTANCE OF WORK
AND
NOTICE OF COMPLETION**

1. Lakeside Union School District
(Name of School District)
2. GEM Industrial Inc.
(Name of Contractor)
3. Liberty Surety First
(Name of Surety)
4. Description of Public Work Involved Sufficient for Identification: Installation of shade structures at Eucalyptus Hills Elementary School, 11838 Valle Vista Road, and Winter Gardens Elementary School, 8501 Pueblo Road, Lakeside, CA 92040
5. Date of Contract: June 6, 2019
6. Acceptance of work and materials is recommended

7. Acceptance of Work and Materials
- Project Rep. Or Architect (Date)

NOTICE IS HEREBY GIVEN that the above referenced contract and public work to which Chapter 3 of Division 5 of Title 1 of the Government Code (commencing with Section 4200) applies were completed and accepted by the Lakeside Union School District on the 16th of January 2020.

The Contractor of said contract and public work and the name of the surety on the Contractor's Bond of said Contract are as set forth above.

Erin Garcia
District Representative (i.e. Director)
Title: Assistant Superintendent of Business Services

Andrew S. Johnsen, Ed.D.
District Representative (i.e. Superintendent)
Title: Superintendent

(Code of Civil Procedures 1192.11)
Government Code 27361.61)

VERIFICATION

The undersigned declares that he/she is an officer, namely the _____ of the Governing Board of the Lakeside Union School District, which is the owner of the public work described in the Notice of Completion executed by said District; that he/she has read the same and knows the contents thereof and that the facts therein stated are true of his/her own knowledge; and that he/she makes this verification for and on behalf of said county office.

I declare under penalty of perjury that the foregoing is true and correct.

Executed on _____, 2020, at San Diego California

LAKESIDE UNION SCHOOL DISTRICT

Governing Board Meeting Date: 1/16/20

Agenda Item:

Board Policy 5131: Conduct

Background (Describe purpose/rationale of the agenda item):

Adoption: Policy updated to reflect **NEW LAW (AB272)** which authorizes boards to limit or prohibit, except under specified circumstances, students use of smartphones while at school or while under the supervision and control of a district employee. Details regarding student use of mobile communication devices moved to BP 5131.8 – Mobile Communication Devices.

Fiscal Impact (Cost):

N/A

Funding Source:

N/A

Recommended Action:

- ☐ Informational
- ☐ Discussion
- ☐ Approval
- ☒ Adoption

- ☐ Denial
- ☐ Ratification
- ☐ Review [Click here to enter text.](#)
- ☐ Explanation: [Click here to enter text.](#)

Originating Department/School: Superintendent's Office

Submitted/Recommended By:


Principal/Department Head Signature

Approved for Submission to the Governing Board:


Dr. Andy Johnsen, Superintendent

Reviewed by Cabinet Member: _____

CONDUCT

The Governing Board believes that all students have the right to be educated in a safe and positive learning environment free from disruptions. Students shall be expected to exhibit appropriate conduct that does not infringe upon the rights of others or interfere with the school program while on school grounds, going to or coming from school, at school activities, or using district transportation.

(cf. 0450 - Comprehensive Safety Plan)

(cf. 5131.1 - Bus Conduct)

(cf. 5137 - Positive School Climate)

(cf. 6145.2 - Athletic Competition)

The Superintendent or designee shall ensure that each school develops standards of conduct and discipline consistent with Board policies and administrative regulations. Students and parents/guardians shall be notified of district and school rules related to conduct.

Prohibited student conduct includes, but is not limited to:

1. Conduct that endangers students, staff, or others, including, but not limited to, physical violence, possession of a firearm or other weapon, and terrorist threats

(cf. 5131.7 - Weapons and Dangerous Instruments)

(cf. 5142 - Safety)

2. Discrimination, harassment, intimidation, or bullying of students or staff, including sexual harassment, hate-motivated behavior, cyberbullying, hazing or initiation activity, extortion, or any other verbal, written, or physical conduct that causes or threatens to cause violence, bodily harm, or substantial disruption to the school program

(cf. 5131.2 - Bullying)

(cf. 5145.3 - Nondiscrimination/Harassment)

(cf. 5145.7 - Sexual Harassment)

(cf. 5145.9 - Hate-Motivated Behavior)

3. Conduct that disrupts the orderly classroom or school environment

(cf. 5131.4 - Student Disturbances)

4. Willful defiance of staff's authority

5. Damage to or theft of property belonging to students, staff, or the district

(cf. 3515.4 - Recovery for Property Loss or Damage)

(cf. 5131.5 - Vandalism and Graffiti)

6. Obscene acts or use of profane, vulgar, or abusive language

(cf. 5145.2 - Freedom of Speech/Expression)

CONDUCT (continued)

7. Possession, use, or being under the influence of tobacco, alcohol, or other prohibited substances

(cf. 5131.6 - Alcohol and Other Drugs)

(cf. 5131.62 - Tobacco)

(cf. 5131.63 - Steroids)

8. Possession or use of a laser pointer, unless for a valid instructional or other school-related purpose with prior permission of the principal or designee (Penal Code 417.27)

9. Use of a cell phone, smart watch, pager, or other mobile communications device during instructional time or in an unauthorized manner in violation of district policy

(cf. 5131.8 – Mobile Communication Devices)

(cf. 6163.4 – Student Use of Technology)

10. Plagiarism or dishonesty on school work or tests

(cf. 5131.9 - Academic Honesty)

(cf. 6162.54 - Test Integrity/Test Preparation)

(cf. 6162.6 - Use of Copyrighted Materials)

11. Wearing of any attire that violates district or school dress codes, including gang-related apparel

(cf. 5132 - Dress and Grooming)

(cf. 5136 – Gangs)

12. Tardiness or unexcused absence from school

(cf. 5113 - Absences and Excuses)

(cf. 5113.1 - Chronic Absence and Truancy)

(cf. 5113.11 – Attendance Supervision)

(cf. 5113.12 – District School Attendance Review Board)

13. Failure to remain on school premises in accordance with school rules

(cf. 5112.5 - Open/Closed Campus)

Employees are expected to enforce standards of conduct and, when they observe or receive a report of a violation of these standards, to appropriately intervene or seek assistance. As necessary, the employee shall refer the matter to a supervisor or the principal or designee.

When a school employee suspects that a search of a student or a student's belongings will turn up evidence of the student's violation of the law or school rules, such a search shall be conducted in accordance with BP/AR 5145.12 - Search and Seizure.

CONDUCT (continued)

(cf. 5145.12 - Search and Seizure)

When a student uses any prohibited device, or uses a permitted device in an unauthorized manner, a district employee may confiscate the device. The employee shall store device securely until it is returned to the student or turned over to the principal or designee, as appropriate.

Students who violate district or school rules and regulations may be subject to discipline including, but not limited to, suspension, expulsion, transfer to alternative programs, referral to a student success team or counseling services, or denial of participation in extracurricular or cocurricular activities or other privileges in accordance with Board policy and administrative regulation. The Superintendent or designee shall notify local law enforcement as appropriate.

(cf. 1400 - Relations Between Other Governmental Agencies and the Schools)

(cf. 5020 - Parent Rights and Responsibilities)

(cf. 5127 - Graduation Ceremonies and Activities)

(cf. 5138 - Conflict Resolution/Peer Mediation)

(cf. 5144 - Discipline)

(cf. 5144.1 - Suspension and Expulsion/Due Process)

(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

(cf. 6020 - Parent Involvement)

(cf. 6145 - Extracurricular and Cocurricular Activities)

(cf. 6159.4 - Behavioral Interventions for Special Education Students)

(cf. 6164.2 - Guidance/Counseling Services)

(cf. 6164.5 - Student Success Teams)

(cf. 6184 - Continuation Education)

Students also may be subject to discipline, in accordance with law, Board policy, or administrative regulation, for any off-campus conduct during nonschool hours which poses a threat or danger to the safety of students, staff, or district property, or substantially disrupts school activities.

Legal Reference:

EDUCATION CODE

200-262.4 Prohibition of discrimination

32280-32289 Comprehensive safety plan

35181 Governing board authority to set policy on responsibilities of students

35291-35291.5 Rules

44807 Duty concerning conduct of students

48900-48925 Suspension and expulsion

51512 Prohibition against electronic listening or recording device in classroom without permission

CONDUCT (continued)

Legal Reference Continued:

CIVIL CODE

1714.1 *Liability of parents and guardians for willful misconduct of minor*

PENAL CODE

288.2 *Harmful matter with intent to seduce*

313 *Harmful matter*

417.25-417.27 *Laser scope or laser pointer*

647 *Use of camera or other instrument to invade person's privacy; misdemeanor*

653.2 *Electronic communication devices, threats to safety*

VEHICLE CODE

23123-23124 *Prohibitions against use of electronic devices while driving*

CODE OF REGULATIONS, TITLE 5

300-307 *Duties of students*

UNITED STATES CODE, TITLE 42

20 USC 1681-1688 *Title IX, 1972 Education Act Amendments*

COURT DECISIONS

J.C. v. Beverly Hills Unified School District, (2010) 711 F.Supp.2d 1094

LaVine v. Blaine School District, (2001, 9th Cir.) 257 F.3d 981

Emmett v. Kent School District No. 415, (2000) 92 F.Supp. 1088

Bethel School District No. 403 v. Fraser, (1986) 478 U.S. 675

New Jersey v. T.L.O., (1985) 469 U.S. 325

Tinker v. Des Moines Independent Community School District, (1969) 393 U.S. 503

Management Resources:

CSBA PUBLICATIONS

Safe Schools: Strategies for Governing Boards to Ensure Student Success, 2011

Providing a Safe, Nondiscriminatory School Environment for All Students, Policy Brief, April 2010

Cyberbullying: Policy Considerations for Boards, Policy Brief, July 2007

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Bullying at School, 2003

WEB SITES

CSBA: <http://www.csba.org>

California Department of Education, Safe Schools Office: <http://www.cde.ca.gov/lss/>

Center for Safe and Responsible Internet Use: <https://www.ewa.org/organization/center-safe-and-responsible-internet-use>

National School Safety Center: <http://www.schoolsafety.us>

U.S. Department of Education: <http://www.ed.gov>

LAKE SIDE UNION SCHOOL DISTRICT

Governing Board Meeting Date: 1/16/20

Agenda Item:

Board Bylaw 9323, Meeting Conduct

Background (Describe purpose/rationale of the agenda item):

Bylaw updated to clarify circumstances under which the board may exercise flexibility in allocating time for public input to ensure full opportunity for public input and presentation of the diversity of viewpoints.

Fiscal Impact (Cost):

N/A

Funding Source:

N/A

Recommended Action:

- | | |
|---|--|
| <input type="checkbox"/> Informational | <input type="checkbox"/> Denial |
| <input type="checkbox"/> Discussion | <input type="checkbox"/> Ratification |
| <input type="checkbox"/> Approval | <input type="checkbox"/> Explanation: Click here to enter text. |
| <input checked="" type="checkbox"/> Adoption | |

Originating Department/School: Superintendent's Office

Submitted/Recommended By:

Approved for Submission to the Governing Board:



Lisa DeRosier, Executive Assistant



Dr. Andy Johnsen, Superintendent

Reviewed by Cabinet Member: _____

MEETING CONDUCT

Meeting Procedures

All Governing Board meetings shall begin on time and shall be guided by an agenda prepared in accordance with Board bylaws and posted and distributed in accordance the Ralph M. Brown Act (open meeting requirements) and other applicable laws.

(cf. 9322 - Agenda/Meeting Materials)

The Board president shall conduct Board meetings in accordance with Board bylaws and procedures that enable the Board to efficiently consider issues and carry out the will of the majority.

(cf. 9121 - President)

Quorum and Abstentions

The Board shall act by majority vote of all of the membership constituting the Board. (Education Code 35164)

(cf. 9323.2 - Actions by the Board)

The Board believes that when no conflict of interest requires abstention, its members have a duty to vote on issues before them. When a member abstains, the abstention shall not be counted for purposes of determining whether a majority of the membership of the Board has taken action. The reason for the abstention needs to be stated and recorded in the minutes.

(cf. 9270 - Conflict of Interest)

Public Participation

Members of the public are encouraged to attend Board meetings and to address the Board concerning any item on the agenda or within the Board's jurisdiction. So as not to inhibit public participation, persons attending Board meetings shall not be requested to sign in, complete a questionnaire, or otherwise provide their name or other information as a condition of attending the meeting.

In order to conduct district business in an orderly and efficient manner, the Board requires that public presentations to the Board comply with the following procedures:

1. The Board shall give members of the public an opportunity to address the Board on any item of interest to the public that is within the subject matter jurisdiction of the Board, either before or during the Board's consideration of the item. (Education Code 35145.5; Government Code 54954.3)

MEETING CONDUCT (continued)

2. At a time so designated on the agenda at a regular meeting, members of the public may bring before the Board matters that are not listed on the agenda. The Board shall take no action or discussion on any item not appearing on the posted agenda, except as authorized by law. (Education Code 35145.5; Government Code 54954.2)
3. Without taking action, Board members or district staff members may briefly respond to statements made or questions posed by the public about items not appearing on the agenda. Additionally, on their own initiative or in response to questions posed by the public, Board members or staff members may ask a question for clarification, make a brief announcement, or make a brief report on their own activities. (Government Code 54954.2)

Furthermore, the Board or a Board member may provide a reference to staff or other resources for factual information, ask staff to report back to the Board at a subsequent meeting concerning any matter, or take action directing staff to place a matter of business on a future agenda. (Government Code 54954.2)

4. The Board need not allow the public to speak on any item that has already been considered by a committee composed exclusively of Board members at a public meeting where the public had the opportunity to address the committee on that item. However, if the Board determines that the item has been substantially changed since the committee heard the item, the Board shall provide an opportunity for the public to speak. (Government Code 54954.3)
5. A person wishing to be heard by the Board shall first be recognized by the president and shall then proceed to comment as briefly as the subject permits.

In general, individual speakers will be allowed three (3) minutes to address the Board on each agenda or nonagenda item, and the Board will limit the total time for public input on each item to 20 minutes. However, in exceptional circumstances when necessary to ensure full opportunity for public input, the Board president may, with Board consent, adjust the amount of time allowed for public input, and/or the time allotted for each speaker. Any such adjustment shall be done equitably so as to allow a diversity of viewpoints. The president may also ask members of the public with the same viewpoint to select a few individuals to address the Board on behalf of that viewpoint.

In order to ensure that non-English speakers receive the same opportunity to directly address the Board, any member of the public who utilizes a translator shall be provided at least twice the allotted time to address the Board, unless simultaneous translation equipment is used to allow the Board to hear the translated public testimony simultaneously. (Government Code 54954.3)

MEETING CONDUCT (continued)

6. The Board president may rule on the appropriateness of a topic, subject to the following condition:
 - a. If the topic would be more suitably addressed at a later time, the Board president may indicate the time and place when it should be presented.
 - b. The Board shall not prohibit public criticism of its policies, procedures, programs, services, acts, or omissions. (Government Code 54954.3)
 - c. The Board shall not prohibit public criticism of district employees. However, whenever a member of the public initiates specific complaints or charges against an individual employee, the Board president shall inform the complainant of the appropriate district complaint procedure.

(cf. 1312.1 - Complaints Concerning District Employees)
(cf. 9321 - Closed Session Purposes and Agendas)

7. The Board president shall not permit any disturbance or willful interruption of Board meetings. Persistent disruption by an individual or group or any conduct or statements that threaten the safety of any person(s) at the meeting shall be grounds for the president to terminate the privilege of addressing the Board.

The Board may remove disruptive individuals and order the room cleared if necessary. In this case, members of the media not participating in the disturbance shall be allowed to remain, and individuals not participating in such disturbances may be allowed to remain at the discretion of the Board. When the room is ordered cleared due to a disturbance, further Board proceedings shall concern only matters appearing on the agenda. (Government Code 54957.9)

When such disruptive conduct occurs, the Superintendent or designee shall contact local law enforcement as necessary.

Recording by the Public

Members of the public may record an open Board meeting using an audio or video recorder, still or motion picture camera, or other device, provided that the noise, illumination, or obstruction of view does not persistently disrupt the meeting. The Superintendent or designee may designate locations from which members of the public may make such recordings without causing a distraction.

(cf. 9324 - Board Minutes and Recordings)

MEETING CONDUCT (continued)

If the Board finds that noise, illumination, or obstruction of view related to these activities would persistently disrupt the proceedings, these activities shall be discontinued or restricted as determined by the Board. (Government Code 54953.5, 54953.6)

Legal Reference:

EDUCATION CODE

5095 Powers of remaining board members and new appointees
32210 Willful disturbance of public school or meeting a misdemeanor
35010 Prescription and enforcement of rules
35145.5 Agenda; public participation; regulations
35163 Official actions, minutes and journal
35164 Vote requirements
35165 Effect of vacancies upon majority and unanimous votes by seven member board

CODE OF CIVIL PROCEDURE

527.8 Workplace Violence Safety Act

GOVERNMENT CODE

54953.3 Prohibition against conditions for attending a board meeting
54953.5 Audio or video tape recording of proceedings
54953.6 Broadcasting of proceedings
54954.2 Agenda; posting; action on other matters
54954.3 Opportunity for public to address legislative body; regulations
54957 Closed sessions
54957.9 Disorderly conduct of general public during meeting; clearing of room

PENAL CODE

403 Disruption of assembly or meeting

COURT DECISIONS

City of San Jose vs. Garbett (2010) 190 Cal. App. 4th 526
Norse v. City of Santa Cruz (9th Cir. 2010) 629 F.3d 966
McMahon v. Albany Unified School District, (2002) 104 Cal.App.4th 1275
Rubin v. City of Burbank, (2002) 101 Cal.App.4th 1194
Baca v. Moreno Valley Unified School District, (1996) 936 F.Supp. 719

ATTORNEY GENERAL OPINIONS

90 Ops.Cal.Atty.Gen. 47 (2007)
76 Ops.Cal.Atty.Gen. 281 (1993)
66 Ops.Cal.Atty.Gen. 336 (1983)
63 Ops.Cal.Atty.Gen. 215 (1980)
61 Ops.Cal.Atty.Gen. 243, 253 (1978)
59 Ops.Cal.Atty.Gen. 532 (1976)
55 Ops.Cal.Atty.Gen. 26 (1972)

Management Resources:

CSBA PUBLICATIONS

Call to Order: A Blueprint for Great Board Meetings, 2015
The Brown Act: School Boards and Open Meeting Laws, rev. 2014
Board Presidents' Handbook, rev. 2002

MEETING CONDUCT (continued)

ATTORNEY GENERAL PUBLICATIONS

The Brown Act: Open Meetings for Legislative Bodies, 2003

WEB SITES

CSBA: <http://www.csba.org>

California Attorney General's Office: <http://www.caag.state.ca.us>

LAKESIDE UNION SCHOOL DISTRICT

Governing Board Meeting Date: January 16, 2020

Agenda Item:

Enrollment Report for Month 4 (11/18/2019 – 12/13/2019)

Background (Describe purpose/rationale of the agenda item):

Click here to enter text.

Fiscal Impact (Cost):

N/A

Funding Source:

Click here to enter text.

Addresses Emphasis Goal(s):

☐ **#1:** Academic Achievement

☐ **#2:** Social Emotional

☐ **#3:** Physical Environments

Recommended Action:

☒ **Informational**

☐ **Denial/Rejection**

☐ **Discussion**

☐ **Ratification**

☐ **Approval**

☐ **Explanation:** Click here to enter text.

☐ **Adoption**

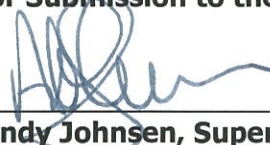
Originating Department/School: Business Services

Submitted/Recommended By:

Approved for Submission to the Governing Board:



Erin Garcia, Assistant Superintendent



Dr. Andy Johnsen, Superintendent

Reviewed by Cabinet Member



LAKESIDE UNION SCHOOL DISTRICT

MONTH 4

11/18/2019 - 12/13/2019

DATE: 12/18/2019

SCHOOL	K	1	2	3	4	5	6	7	8	SDC	HH	EAK	TK NON ADA	TK	19/20 TOTAL	M4 18/19 TOTAL	VARIANCE
EUCALYPTUS HILLS													4	102	106	116	-10
LAKESIDE FARMS	104	98	110	87	96	112				31					638	656	-18
LAKEVIEW	132	105	118	122	119	113									709	712	-3
LEMON CREST	73	86	70	85	85	82				25					506	538	-32
LINDO PARK	71	64	77	67	62	84				36					461	468	-7
RIVERVIEW			174	156	148	145									623	604	19
WINTER GARDENS	187	170													357	362	-5
LAKESIDE MIDDLE							264	257	258	17					796	820	-24
TIERRA DEL SOL							228	260	234	30					752	770	-18
HOME FLEX			2	1	3	3	4	1	4						18	0	18
DISTRICT TOTAL	567	523	551	518	513	539	496	518	496	139	0	0	4	102	4,966	0 5,046	-80

YEAR OVER YEAR COMPARISON

MONTH	AUG M1	SEP M2	OCT M3	NOV M4	DEC M5	JAN M6	FEB M7	MAR M8	APR M9	MAY M10	JUN M11	
2019-2020	4,985	4,986	4,966	4,966								
2018-2019	5,073	5,054	5,054	5,046	5,098	5,110	5,098	5,090	5,081	5,070	5,028	
2017-2018	5,164	5,179	5,161	5,153	5,211	5,208	5,183	5,159	5,151	5,135	5,101	
2016-2017	5,051	5,039	5,045	5,031	5,103	5,091	5,080	5,059	5,071	5,050	5,023	
2015-2016	5,087	5,100	5,083	5,077	5,138	5,124	5,139	5,121	5,107	5,081	5,056	
2014-2015	5,003	5,005	4,010	4,992	4,986	5,040	5,008	5,021	5,015	5,006	-	
2013-2014	4,835	4,817	4,823	4,825	4,848	4,834	4,790	4,818	4,813	4,790	-	
2012-2013	4,395	4,387	4,372	4,365	4,369	4,375	4,363	4,367	4,365	4,348	-	

BARONA INDIAN	GRADE	TK/K	1	2	3	4	5	6	7	8	TOTAL
CHARTER SCHOOL		15	11	9	13	15	9	12	10	15	109

RIVER VALELY	GRADE	7	8	9	10	11	12	TOTAL
CHARTER SCHOOL		23	52	62	57	57	51	302

LAKE SIDE UNION SCHOOL DISTRICT

Governing Board Meeting Date: Jan. 16, 2020

Agenda Item:

Quarterly Investment Reports, San Diego County Treasury Investment Pool as of quarter ended on Sept. 30, 2019.

Background (Describe purpose/rationale of the agenda item):

Reports for disclosure of district investments pursuant to Government Code Section 53646. Exhibit A reports the quarterly cash balance of all district funds invested in the San Diego County Treasury Investment Pool. Exhibit B demonstrates the County Treasurer Investment Pool would be able to meet the pool's expenditure requirements for the next three months.

Fiscal Impact (Cost):

N/A

Funding Source:

N/A

Addresses Emphasis Goal(s):

☐ **#1:** Academic Achievement

☐ **#2:** Social Emotional

☐ **#3:** Physical Environments

Recommended Action:

☐ **Informational**

☐ **Denial/Rejection**

☐ **Discussion**

☐ **Ratification**

☒ **Approval**

☐ **Explanation:** Click here to enter text.

☐ **Adoption**

Originating Department/School: Business Services

Submitted/Recommended By:

Approved for Submission to the Governing Board:


Erin Garcia, Assistant Superintendent


Dr. Andy Johnsen, Superintendent

Reviewed by Cabinet Member 

Exhibit A

District Superintendent and
Governing Board of the
Lakeside Union School District

**Quarterly Report of Chief Financial Officer
Regarding Disclosure of District Investments**


Pursuant to Government Code Section 53646, you are hereby notified that as of the quarter ended September 30, 2019 the funds of the Lakeside Union School District were invested in the San Diego County Investment Pool Balances by fund shown below:

<i>San Diego County Treasury Investment Pool</i>		<i>\$ 25,569,458.12</i>
<i>0100</i>	General Fund	\$ 8,946,166.30
<i>1200</i>	Child Development	\$ 1,051,432.80
<i>1300</i>	Child Nutrition	\$ 327,595.21
<i>1500</i>	Pupil Transportation-Equip.	\$ 32,610.44
<i>1742</i>	Special Reserve Other Than Capital Outlay	\$ 237.68
<i>2000</i>	Special Reserve Post-Employee Benefits	\$ 58,871.20
<i>2139</i>	Building Fund (Bond)	\$ 13,836,478.60
<i>2519</i>	Capital Facilities/Developer Fees	\$ 1,299,308.92
<i>4000</i>	Special Reserves/Capital Projects	\$ 16,756.97

Annualized Interest Rate as of 9/30/2019 is 2.258%

All funds received or collected by the Lakeside Union School District are deposited into the County Treasury with the exception of those allowed by Education Code 41002.5 Such exceptions may be deposited in financial institutions whose accounts are federally insured. Examples of such funds for LUSD are ASB funds, cafeteria funds and ESS funds.

I, Erin Garcia, Assistant Superintendent of the Lakeside Union School District, hereby certify that the information contained in this report, including the attachments, is accurate and correct to the best of my knowledge.



Erin Garcia
Assistant Superintendent

1-3-20

Date

**San Diego County Office of Education
SD County Pool Interest Rate
2019-20 Fiscal Year**

Quarter Ending	Interest Rate	
	Quarterly	Annualized
September 30, 2019	0.5645587%	2.258%
December 31, 2019	0.0000000%	0.000%
March 31, 2020	0.0000000%	0.000%
June 30, 2020	0.0000000%	0.000%
Annualized Rate		2.258%

Quarterly interest factor x4 = annualized interest rate

Add quarterly interest rates divided by 4 = annualized rate for the year

PROJECTED LIQUIDITY

County of San Diego Pooled Money Fund

As of September 30, 2019

(\$000)

	Oct-19	Nov-19	Dec-19	Jan-20	Feb-20	Mar-20
Beginning Pool Book Balance	8,477,748	8,911,737	9,106,894	10,509,082	9,758,540	9,318,798
CASH FLOW ITEMS						
INFLOWS:						
Investment Inflows	618,000	377,263	415,000	519,170	264,238	199,854
Projected Credits/Deposits	1,531,801	1,348,407	3,031,950	867,163	867,905	1,294,643
	2,149,801	1,725,670	3,446,950	1,386,333	1,132,143	1,494,497
Outflows						
Investment Purchases	409,805	-	-	-	-	-
Projected Debits	1,097,812	1,153,250	1,629,762	1,617,705	1,307,647	1,195,807
	1,507,617	1,153,250	1,629,762	1,617,705	1,307,647	1,195,807
Net Cash Flows	433,989	195,157	1,402,188	(750,542)	(439,742)	98,836
MONTH END POOL BALANCE	8,911,737	9,106,894	10,509,082	9,758,540	9,318,798	9,417,634
PROJECTED MONTH END LIQUIDITY	\$ 1,110,187	\$ 1,682,607	\$ 3,499,795	\$ 3,268,423	\$ 3,092,919	\$ 3,391,609

Note: The above is not meant to be a complete Cash Flow Statement. The data represents a subset of the main cash flow items and does not include accrued interest or other adjustment items.

The projected cash flows indicate sufficient liquidity to meet all scheduled expenditures for the next 6 months.

LAKESIDE UNION SCHOOL DISTRICT

Governing Board Meeting Date: 1/16/20

Agenda Item:

Board Policy and Administrative Regulation 3515: Campus Security

Background (Describe purpose/rationale of the agenda item):

First Reading: Policy updated to clarify that audio capability of surveillance equipment should be disabled in accordance with state law prohibiting the recording of conversations unless the parties to the conversation may reasonably expect that the communication may be overheard or recorded, and to reflect a National Institute of Justice recommendation that signage state that the district's surveillance system may or may not be actively monitored. Regulation adds section on "Locks" reflecting requirement for state-funded new construction projects, as well as certain modernization projects, to include locks that allow classroom doors to be locked from the inside. Regulation also adds strategies to increase adult presence and supervision on campus and to provide staff training in emergency response.

Fiscal Impact (Cost):

N/A

Funding Source:

N/A

Recommended Action:

☐ **Informational**

☒ **Discussion**

☐ **Approval**

☐ **Adoption**

☐ **Denial**

☐ **Ratification**

☐ **Explanation:** Click here to enter text.

Originating Department/School: Superintendent's Office

Submitted/Recommended By:

Approved for Submission to the Governing Board:


Principal/Department Head Signature


Dr. Andy Johnsen, Superintendent

Reviewed by Cabinet Member: 

OK-eg

CAMPUS SECURITY

The Governing Board is committed to providing a school environment that promotes the safety of students, staff, and visitors to school grounds. The Board also recognizes the importance of protecting district property, facilities, and equipment from vandalism and theft.

(cf. 4158/4258/4358 - Employee Security)

(cf. 5131.5 - Vandalism and Graffiti)

(cf. 5142 - Safety)

The Superintendent or designee shall develop campus security procedures, which may be included in the district's comprehensive safety plan and/or site-level safety plans. Such procedures shall be regularly reviewed to reflect changed circumstances and to assess their effectiveness in achieving safe school objectives.

(cf. 0450 - Comprehensive Safety Plan)

Surveillance Systems

In consultation with the district's safety planning committee, other relevant stakeholders, and staff, the Superintendent or designee shall identify appropriate locations for the placement of surveillance cameras. Cameras shall not be placed in areas where students, staff, or community members have a reasonable expectation of privacy. Any audio capability on the district's surveillance equipment shall be disabled so that sounds are not recorded.

(cf. 5131.1 - Bus Conduct)

(cf. 5145.12 - Search and Seizure)

Prior to the operation of the surveillance system, the Superintendent or designee shall ensure that signs are posted at conspicuous and targeted locations around school buildings and grounds. These signs shall state that the facility uses video surveillance equipment for security purposes and that the equipment may or may not be actively monitored at any time. The Superintendent or designee shall also provide prior written notice to students and parents/guardians about the district's surveillance system, including the locations where surveillance may occur and that the recordings may be used in disciplinary proceedings and/or referred to local law enforcement, as appropriate.

(cf. 5144 - Discipline)

(cf. 5144.1 - Suspension and Expulsion/Due Process)

To the extent that any images from the district's surveillance system create a student or personnel record, the Superintendent or designee shall ensure that the images are accessed, retained, and disclosed in accordance with law, Board policy, administrative regulation, and any applicable collective bargaining agreements.

CAMPUS SECURITY (continued)

(cf. 4112.6/4212.6/4312.6 - Personnel Files)
(cf. 5125 - Student Records)
(cf. 5125.1 - Release of Directory Information)

Legal Reference:

EDUCATION CODE

17070.10-17079.30 *Leroy F. Greene School Facilities Act, especially:*

17075.50 *Classroom security locks, new construction projects*

17583 *Classroom security locks, modernization projects*

32020 *Access gates*

32211 *Threatened disruption or interference with classes*

32280-32289 *School safety plans*

35160 *Authority of governing boards*

35160.1 *Broad authority of school districts*

38000-38005 *Security departments*

49050-49051 *Searches by school employees*

49060-49079 *Student records*

PENAL CODE

469 *Unauthorized making, duplicating or possession of key to public building*

626-626.11 *Disruption of schools*

CALIFORNIA CODE OF REGULATIONS, TITLE 24

1010.1.9 *Door operations*

1010.1.11 *Lockable doors from the inside*

CALIFORNIA CONSTITUTION

Article 1, Section 28(c) *Right to Safe Schools*

UNITED STATES CODE, TITLE 20

1232g *Family Educational Rights and Privacy Act*

CODE OF FEDERAL REGULATIONS, TITLE 34

99.3 *Definition of education records*

COURT DECISIONS

Brannum v. Overton County School Board (2008) 516 F. 3d 489

New Jersey v. T.L.O. (1985) 469 U.S. 325

ATTORNEY GENERAL OPINIONS

83 *Ops.Cal.Atty.Gen.* 257 (2000)

75 *Ops.Cal.Atty.Gen.* 155 (1992)

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Safe Schools: A Planning Guide for Action, 2002

NATIONAL INSTITUTE OF JUSTICE PUBLICATIONS

The Appropriate and Effective Use of Security Technologies in U.S. Schools: A Guide for Schools and Law Enforcement Agencies, rev. 2005

U.S. DEPARTMENT OF EDUCATION PUBLICATIONS

FAQs on Photos and Videos under FERPA

WEB SITES

CSBA: <http://www.csba.org>

California Department of Education, Safe Schools Office: <http://www.cde.ca.gov/ss>

National Institute of Justice: <http://www.ojp.usdoj.gov/nij>

National School Safety Center: <http://www.schoolsafety.us>

U.S. Department of Education, Protecting Student Privacy: <https://studentprivacy.ed.gov>

CAMPUS SECURITY (continued)

**Policy
adopted:
revised:**

**LAKESIDE UNION SCHOOL DISTRICT
Lakeside, California**

CAMPUS SECURITY

The Superintendent or designee shall develop a campus security plan which contributes to a positive school climate, fosters social and emotional learning and student well-being, and includes strategies to:

1. Secure the campus perimeter and school facilities in order to prevent criminal activity

These strategies include a risk management analysis of each campus' security system, lighting system, and fencing. Procedures to ensure unobstructed views and eliminate blind spots caused by doorways and landscaping shall also be considered. In addition, parking lot design may be studied, including methods to discourage through traffic.

2. Secure buildings and interior spaces from outsiders and discourage trespassing

These strategies may include installing locks, requiring visitor registration, providing staff and student identification tags, and patrolling places used for congregating and loitering.

(cf. 1250 - Visitors/Outsiders)

(cf. 3515.2 - Disruptions)

(cf. 5112.5 - Open/Closed Campus)

3. Discourage vandalism and graffiti

These strategies may include plans to immediately cover graffiti and implement campus beautification projects

(cf. 3515.4 - Recovery for Property Loss or Damage)

(cf. 5131.5 - Vandalism and Graffiti)

(cf. 5137 - Positive School Climate)

(cf. 6142.4 - Service Learning/Community Service Classes)

4. Control access to keys and other school inventory

(cf. 3440 - Inventories)

5. Detect and intervene with school crime

These strategies may include creating a school watch program, increasing adult presence and supervision, establishing an anonymous crime reporting system, analyzing school crime incidents, and collaborating with local law enforcement agencies, including providing for law enforcement presence.

CAMPUS SECURITY (continued)

(cf. 3515.3 - District Police/Security Department)
(cf. 3515.7 - Firearms on School Grounds)
(cf. 3516.2 - Bomb Threats)
(cf. 5116.2 - Involuntary Student Transfers)
(cf. 5131.2 - Bullying)
(cf. 5131.7 - Weapons and Dangerous Instruments)
(cf. 5141.52 - Suicide Prevention)
(cf. 5138 - Conflict Resolution/Peer Mediation)
(cf. 5145.9 - Hate-Motivated Behavior)
(cf. 6164.2 - Guidance/Counseling Services)

All staff shall receive training in building and grounds security procedures and emergency response.

(cf. 4131 - Staff Development)
(cf. 4231 - Staff Development)
(cf. 4331 - Staff Development)

Locks

All state-funded new construction and modernization projects shall include locks that allow doors to classrooms and any room with an occupancy of five or more persons to be locked from the inside. Student restrooms and doors that lock from the outside at all times are not required to have locks that can be locked from the inside. (Education Code 17075.50, 17583; 24 CCR 1010.1.9, 1010.1.11)

Keys

All keys used in a school shall be the responsibility of the principal or designee. Keys shall be issued only to authorized employees who regularly need a key in order to carry out their job responsibilities.

The principal or designee shall create a key control system with a record of each key assigned and room(s) or building(s) which the key opens.

Keys shall never be loaned to students, parents/guardians, or volunteers, nor shall the master key ever be loaned.

Any person issued a key shall be responsible for its safekeeping. The duplication of school keys is prohibited. If a key is lost, the person responsible shall immediately report the loss to the principal or designee and shall pay for a replacement key.

CAMPUS SECURITY (continued)

**Regulation
approved:
revised:**

**LAKESIDE UNION SCHOOL DISTRICT
Lakeside, California**

LAKE SIDE UNION SCHOOL DISTRICT

Governing Board Meeting Date: 1/16/20

Agenda Item:

Board Policy 7140: Architectural and Engineering Services

Background (Describe purpose/rationale of the agenda item):

First Reading: Policy updated to clarify the district's responsibility to select a licensed architect and/or structural engineer as required by law when professional design services are used for construction or modernization of school facilities and to address the need to comply with state safety and design standards. Policy adds the general duties of the architect and/or structural engineer and the circumstances under which design specifications must be submitted to CDE and the Division of the State Architect. Regulation updates the components of the selection process to more directly reflect law and adds the district's authority, if negotiations with the most qualified firm are unsuccessful, to negotiate a contract with the second most qualified firm and then the third most qualified firm. Regulation also includes the option to award a contract to a single entity for both the design and construction of a school facility in excess of \$1 million ("design build" contract).

Fiscal Impact (Cost):

N/A

Funding Source:

N/A

Recommended Action:

- | | |
|---|--|
| <input type="checkbox"/> Informational | <input type="checkbox"/> Denial |
| <input type="checkbox"/> Discussion | <input type="checkbox"/> Ratification |
| <input type="checkbox"/> Approval | <input type="checkbox"/> Explanation: Click here to enter text. |
| <input checked="" type="checkbox"/> Adoption | |

Originating Department/School: Superintendent's Office

Submitted/Recommended By:

Approved for Submission to the Governing Board:


Principal/Department Head Signature


Dr. Andy Johnsen, Superintendent

Reviewed by Cabinet Member: 

OK-EG

Facilities

BP 7140(a)

ARCHITECTURAL AND ENGINEERING SERVICES

In order to ensure safe construction and protect the investment of public funds, ~~T~~the Governing Board **desires to provide school facilities that support the educational program and meet all applicable safety and design standards. When required by law, the Board shall employ or contract with** ~~requires that~~ a licensed and certified architect or structural engineer be employed to design and supervise the construction of district schools and other facilities.

(cf. 7110 – Facilities Master Plan)

The architect and/or structural engineer shall be responsible for preparing all construction plans, specifications, and estimates and for the observation of the work of construction. (Education Code 17302)

To ensure compliance with state design and safety standards, preliminary and final plans for any state-funded school facility project, including Board-approved educational specifications for school design when necessary, shall be submitted to the California Department of Education and the Department of General Services, Division of the State Architect. (Education Code 17267; 5 CCR 14030-14032)

The Superintendent or designee shall devise a competitive process for the selection of architects, ~~and~~ structural engineers, **and other design professionals** that is based on demonstrated competence and on the professional qualifications necessary for the satisfactory performance of the services required. For each project, ~~he/she~~ **the Superintendent or designee** shall recommend ~~specific~~ architectural and engineering firms to the Board **for approval**. The Board shall pay fair and reasonable amounts warranted by the provider's qualifications and competence. The Board need not select the lowest responsible bidder.

(cf. 3311 - Bids)

(cf. 3311.3 – Design-Build Contracts)

Legal Reference:

EDUCATION CODE

17070.10-17079.30 Leroy F. Greene School Facilities Act, especially:

17070.50 Conditions for apportionment

17250.10-17250.55 Design-build contracts

17251 School construction; duties of the California Department of Education

17262-17268 School construction plans

17280-17316 Approvals, especially:

17302 Persons qualified to prepare plans, specifications and estimates and supervise construction

17316 Contract provision re school district property

17371 Limitation on liability of governing board

BUSINESS AND PROFESSIONS CODE

5500-5502 Architecture

5550-5558 Architects, licensure

6700-6706.3 Engineers

6750-6766 Engineers, licensure

ARCHITECTURAL AND ENGINEERING SERVICES

Legal Reference Continued:

GOVERNMENT CODE

4525-4529.5 *Contracts with private architects, engineering, land surveying, and construction project management firms*

14837 *Definition of small business*

87100 *Public officials; financial interest*

PUBLIC CONTRACT CODE

20111 *School district contracts*

CODE OF REGULATIONS, TITLE 5

14001 *Minimum standards for school facilities*

14030-14036 *Standards, planning, and approval of school facilities*

CODE OF REGULATIONS, TITLE 24

101 *et seq. California Building Standards Code*

CALIFORNIA CONSTITUTION

Article 22 *Architectural and engineering services*

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Plan Submission Requirements for Modernization Projects, Form SFPD 4.08

Plan Submission Requirements for New Construction, Form SFPD 4.07

OFFICE OF PUBLIC SCHOOL CONSTRUCTION PUBLICATIONS

School Facility Program Handbook, January 2019

WEB SITES

American Institute of Architects California Council: <https://aiacalifornia.org>

California Department of Education, Facilities: <http://www.cde.ca.gov/ls/fa>

Department of General Services, Division of the State Architect: <https://www.dgs.ca.gov/DSA>

Department of General Services, Office of Public School Construction:

<https://www.dgs.ca.gov/OPSC>

ARCHITECTURAL AND ENGINEERING SERVICES

~~The Governing Board shall engage the services of a licensed architect(s) holding a valid certificate or engineer(s) holding a valid certificate for the preparation of plans, specifications or estimates for any construction project, through a signed contract. (Education Code 17302)~~

~~(cf. 3312—Contracts)~~

Contractors for any architectural, landscape architectural, engineering, environmental, land surveying or construction project management services shall be selected, at fair and reasonable prices, on the basis of demonstrated competence and professional qualifications necessary for the satisfactory performance of the services required. (Government Code 4526)

The Superintendent or designee shall ensure that the selection process for projects receiving state funding: (Government Code 4526)

1. ~~Ensures that projects entail~~ **Assures** maximum participation by small business firms as defined pursuant to Government Code 14837
2. Prohibits practices which might result in unlawful activity such as rebates, kickbacks, or other unlawful consideration
3. Prohibits district employees from participating in the selection process when they have a relationship with a person or business entity seeking a contract which would subject the employee to the prohibition of Government Code 87100

~~(cf. 9270 - Conflict of Interest)~~

The selection process may also include: (Government Code 4527)

1. ~~Detailed evaluations~~ **Evaluation** of current statements of ~~prospective contractors'~~ qualifications and performance data **on file with the district and evaluation of statements that may be submitted by other firms regarding the proposed project**
2. Discussion **with at least three firms regarding anticipated concepts and the relative utility** of alternative approaches for furnishing the services with at least three firms
3. Selection, **in order of preference**, of at least three firms deemed to be the most highly qualified to provide the required services, in accordance with established **district** criteria and ~~recommended in order of preference~~

The district shall negotiate a contract with the best qualified firm at compensation determined by the district to be fair and reasonable. If the district is unable to negotiate a contract with the most qualified firm, the district shall negotiate a contract with the second most qualified firm and, if unsuccessful, with the third most qualified firm. If the

ARCHITECTURAL AND ENGINEERING SERVICES

district is unable to negotiate a satisfactory contract with any of the selected firms, the district shall select additional firms in order of their competence and qualification and continue negotiations until an agreement is reached. (Government Code 4528)

The above procedures shall not apply if the Superintendent or designee determines that the services needed are more of a technical nature and involve little professional judgment and that requiring bids would be in the public interest. (Government Code 4529)

(cf. 3311 - Bids)

Contracts shall specify that all plans, **including but not limited to, record drawings, specifications and estimates prepared by the ~~contractor~~ architect or structural engineer** shall become the property of the district. **The contract shall also specify terms and conditions for reuse within the district of any plans prepared by the architect or structural engineer.** (Education Code 17316)

A contract may be awarded to a single entity for both design and construction of any school facility in excess of \$1,000,000 in accordance with AR 3311.3 - Design-Build Contracts. (Education Code 17250.20)

(cf. 3311.3 - Design-Build Contracts)

Regulation
approved: September 17, 2012
revised:

LAKESIDE UNION SCHOOL DISTRICT
Lakeside, California

LAKESIDE UNION SCHOOL DISTRICT

Governing Board Meeting Date: 1/16/20

Agenda Item:

Board Bylaw 9321: Closed Session

Background (Describe purpose/rationale of the agenda item):

First Reading: Bylaw retitled and updated to incorporate material formerly in BB 9321.1 - Closed Session Actions and Reports. Bylaw also adds the requirement to provide final documents approved or adopted during closed session to persons who have submitted a request. Section on "Matters Related to Students" provides that student names should not be included on the agenda or reports of expulsion hearings pursuant to court decision. Section on "Security Matters" reflects the board's authority to meet in closed session with law enforcement officials to develop a tactical response plan. Section on "Real Property Negotiations" reflects Attorney General publication stating the board's authority to approve a final real property agreement in closed session. Section on "Pending Litigation" updates legal cites. Exhibit (1) added to provide examples of agenda descriptions of closed session items. Exhibit (2) added to provide examples of reports of closed session actions that must be made when the board reconvenes in open session following the closed session.

Fiscal Impact (Cost):

N/A

Funding Source:

N/A

Recommended Action:

- | | |
|---|--|
| <input type="checkbox"/> Informational | <input type="checkbox"/> Denial |
| <input checked="" type="checkbox"/> Discussion | <input type="checkbox"/> Ratification |
| <input type="checkbox"/> Approval | <input type="checkbox"/> Explanation: Click here to enter text. |
| <input type="checkbox"/> Adoption | |

Originating Department/School: Superintendent's Office

Submitted/Recommended By:



Principal/Department Head Signature

Approved for Submission to the Governing Board:



Dr. Andy Johnsen, Superintendent

Reviewed by Cabinet Member: _____

CLOSED SESSION PURPOSES AND AGENDAS

The Governing Board is committed to complying with state open meeting laws and modeling transparency in its conduct of district business. The Board shall hold **a closed sessions during a regular, special, or emergency meeting** only for purposes authorized in law. ~~A closed session at any time during a regular or special meeting and during emergency meetings in accordance with law. (Government Code 54956.5, 54957.7, 54962)~~

Each agenda shall contain a general description of each closed session items to be discussed at the meeting, as required by law **and specified below**. (Government Code 54954.2)

(cf. 9320 - Meetings and Notices)

(cf. 9322 - Agenda/Meeting Materials)

In the open session preceding the closed session, ~~t~~The Board shall disclose ~~in open meeting~~ the items to be discussed in closed session. In the closed session, the Board may consider only those matters covered in its statement. **(Government Code 54957.7)**

After the closed session, the Board shall reconvene in open session before adjourning the meeting; and, when applicable, shall **publicly** disclose any action taken in the closed session, **the votes or abstentions thereon, and other disclosures specified below that are applicable to the matter being addressed.** ~~in the manner prescribed by Government Code 54957.1. Such reports may be made in writing or orally at the location announced in the agenda for the closed session. (Education Code 32281; Government Code 54957.1, 54957.7)~~

(cf. 9321.1 - Closed Session Actions and Reports)

~~The Board shall not disclose any information that is protected by stated or federal law. In addition, no victim or alleged victim of tortious sexual conduct or child abuse shall be identified in any Board agenda, notice, announcement, or report required by the Brown Act, unless the identity of the person has been publicly disclosed. (Government Code 54957.7, 54961)~~

(cf. 1340 - Access to District Records)

When an action taken during a closed session involves final approval or adoption of a document such as a contract or settlement agreement, the Superintendent or designee shall provide a copy of the document to any person present at the conclusion of the closed session who submitted a written request. If the action taken results in one or more substantive amendments, the Superintendent or designee shall make the document available the next business day or when the necessary retyping is completed. Whenever copies of an approved agreement will not be immediately released due to an amendment, the Board president shall orally summarize the substance of the amendment for those present at the end of the closed session. (Government Code 54957.1)

CLOSED SESSION PURPOSES AND AGENDAS (continued)

Confidentiality

A Board member shall not disclose confidential information received in a closed session unless the Board authorizes the disclosure of that information. (Government Code 54963)

(cf. 9011 - Disclosure of Confidential/Privileged Information)

The Board shall not disclose any information that is protected by state or federal law. In addition, no victim or alleged victim of tortious sexual conduct or child abuse shall be identified in any Board agenda, notice, announcement, or report required by the Brown Act, unless the identity of the person has previously been publicly disclosed. (Government Code 54957.7, 54961)

(cf. 1340 - Access to District Records)

Personnel Matters

The Board may hold a closed sessions under the “personnel exception” to consider the appointment, employment, **performance** evaluation of ~~performance~~, discipline, or dismissal of an employee. Such a closed sessions shall not include discussion or action on proposed compensation except for a reduction of compensation that results from the imposition of discipline. (Government Code 54957)

(cf. 2140 - Evaluation of the Superintendent)

(cf. 4115 - Evaluation/Supervision)

(cf. 4118 - Suspension/Disciplinary Action)

(cf. 4215 - Evaluation/Supervision)

(cf. 4218 - Dismissal/Suspension/Disciplinary Action)

(cf. 4315 - Evaluation/Supervision)

The Board may also hold a closed session to hear complaints or charges brought against an employee by another person or employee, unless the employee **who is the subject of the complaint** requests an open session. Before the Board holds a closed session on specific complaints or charges brought against an employee, the employee shall receive written notice of ~~his/her~~ **the** right to have the complaints or charges heard in open session if desired. This notice shall be delivered personally or by mail at least 24 hours before the time of the session. (Government Code 54957)

(cf. 1312.1 - Complaints Concerning District Employees)

(cf. 4112.9/4212.9/4312.9 – Employee Notifications)

CLOSED SESSION PURPOSES AND AGENDAS (continued)

The Board may hold a closed session to discuss a ~~district~~ **an** employee's application for early withdrawal of funds in a deferred compensation plan when the application is based on financial hardship arising from an unforeseeable emergency due to illness, accident, casualty, or other extraordinary event, as specified in the deferred compensation plan. (Government Code 54957.10)

Agenda items related to public employee appointments and employment shall describe the position to be filled. Agenda items related to performance evaluations shall specify the title of the employee being reviewed. Agenda items related to employee discipline, dismissal or release require no additional information. (Government Code 54954.5)

After the closed session, the Board shall report any action taken to appoint, employ, dismiss, accept the resignation of, or otherwise affect the employment status of a district employee and shall identify by employee number of the affected position. The report shall be given at the public meeting during which the closed session is held, except that the report of a dismissal or nonrenewal of an employment contract shall be deferred until the first public meeting after administrative remedies, if any, have been exhausted. (Government Code 54957.1)

(cf. 4117.7/4317.7 - Employment Status Reports)

Negotiations/Collective Bargaining

Unless otherwise agreed upon by the parties involved, the following shall not be subject to the **open meeting requirements of Brown Act:** (Government Code 3549.1)

1. Any meeting and negotiating discussion between the district and a recognized or certified employee organization
2. Any meeting of a mediator with either party or both parties to the meeting and negotiating process
3. Any hearing, meeting or investigation conducted by a factfinder or arbitrator
4. Any executive (closed) session of the district or between the district and its designated representative for the purpose of discussing its position regarding any matter within the scope of representation and instructing its designated representatives

(cf. 4140/4240/4340 - Bargaining Units)

(cf. 4143/4243 - Negotiations/Consultation)

(cf. 4143.1/4243.1 - Public Notice - Personnel Negotiations)

CLOSED SESSION PURPOSES AND AGENDAS (continued)

The Board may meet in closed session, **prior to and during consultations and discussions with representatives of employee organizations and unrepresented employees**, to review the Board's position and/or instruct its designated representative(s) regarding salaries, salary schedules, or compensation paid in the form of fringe benefits of its represented and unrepresented employees. Prior to the closed session, the Board shall identify its designated representative in open session, **and, for represented employees, any other matter within the statutorily provided scope of representation. Prior to the closed session, the Board shall identify its designated representative in open session.** ~~These Any~~ closed sessions **held for this purpose** may include discussions of the district's available funds and funding priorities, but only insofar as they relate to providing instructions to the district's designated representative. **Final action on the proposed compensation of one or more unrepresented employees shall not be taken in closed session.** (Government Code 54957.6)

(cf. 2121 – Superintendent's Contract)

~~Closed sessions may take place prior to and during consultations and discussions with representatives of employee organizations and unrepresented employees. For unrepresented employees, closed sessions held pursuant to Government Code 54957.6 shall not include final action on the proposed compensation of one or more unrepresented employees. (Government Code 54957.6)~~

~~For represented employees, the Board may also meet in closed session regarding any other matter within the statutorily provided scope of representation. (Government Code 54957.6)~~

The Board also may meet in closed session with a state conciliator ~~or a mediator~~ who has intervened in these proceedings any of the purposes enumerated in Government Code 54957.6.

Agenda items related to negotiations shall specify the name(s) of the district's designated representative(s) attending the closed session. If circumstances necessitate the absence of a specified designated representative, an agent or designee may participate in place of the absent representative as long as the name of the agent or designee is announced at an open session held prior to the closed session. The agenda shall also specify the name of the organization representing the employee(s) or the position title of the unrepresented employee who is the subject of the negotiations. (Government Code 54954.5)

Approval of an agreement regarding labor negotiations with represented employees pursuant to Government Code 54957.6 shall be reported after the agreement is final and has been accepted or ratified by the other party. This report shall identify the item approved and the other party or parties to the negotiation. (Government Code 54957.1)

CLOSED SESSION PURPOSES AND AGENDAS (continued)**Matters Related to Students**

The Board shall meet in closed session to consider the expulsion of a student, unless the student submits a written request at least five days before the date of the hearing that the hearing be held in open session. Regardless of whether the expulsion hearing is conducted in open or closed session, the Board may meet in closed session for the purpose of deliberating and determining whether the student should be expelled. (Education Code 48918)

(cf. 5144.1 – Suspension and Expulsion/Due Process)

(cf. 5144.2 – Suspension and Expulsion/Due Process (Students with Disabilities))

If a public hearing would lead to the disclosure of confidential student information, t~~The Board shall meet in closed session to address any student matter that may involve disclosure of confidential student information, or to consider a suspension, disciplinary action, or any other action against a student expulsion, or a challenge to a student record.~~ If a written request for open session is received from the parent/guardian, it will be honored to the extent that it does not violate the privacy rights of any other student **the meeting shall be public, except that any discussion at that meeting which may be in conflict with the right to privacy of any student other than the student requesting the public meeting shall be in closed session.** (Education Code 35146, 48912, 49070)

(cf. 5117 – Interdistrict Attendance)

(cf. 5119 – Students Expelled from Other Districts)

(cf. 5125.3 – Challenging Student Records)

(cf. 5144 – Discipline)

The Board shall meet in closed session to consider the expulsion of a student, unless the student submits a written request at least five days before the date of the hearing that the hearing be held in open session. Regardless of whether the expulsion hearing is conducted in open or closed session, the Board may meet in closed session for the purpose of deliberating and determining whether the student should be expelled. (Education Code 48918)

(cf. 5144.1 - Suspension and Expulsion/Due Process)

(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

Agenda items related to student matters shall briefly describe the reason for the closed session, such as "student expulsion hearing," or "grade change appeal," without violating the confidentiality rights of individual students. The student shall not be named on the agenda, but a number may be assigned to the student in order to facilitate record keeping. The agenda shall also state that the Education Code requires closed sessions in these cases in order to prevent the disclosure of confidential student record information.

CLOSED SESSION PURPOSES AND AGENDAS (continued)

Final action on a student matter deliberated in closed session shall be taken in open session and shall be a matter of public record. (Education Code 35146, 48918)

(cf. 5125 - Student Records)

However, in taking final action, the Board shall not release any information in violation of student privacy rights provided in 20 USC 1232g or other applicable laws. In an expulsion or other disciplinary action, the cause for the disciplinary action shall not be disclosed in open session, but the Board shall refer to the student number or other identifier and shall not disclose the student's name.

Security Matters

The Board may meet in closed session with the Governor, Attorney General, district attorney, district legal counsel, sheriff or chief of police, or their respective deputies, or a security consultant or a security operations manager, on matters posing a threat to the security of public buildings, to the security of essential public services, including water, drinking water, wastewater treatment, natural gas service, and electric service, or to the public's right of access to public services or public facilities. **Such discussions may be held in closed session during an emergency meeting called pursuant to Government Code 54956.5 if agreed to by a two-thirds vote of the Board members present, or, if less than two-thirds of the members are present, by a unanimous vote of the members present. (Government Code 54956.5, 54957)**

(cf. 0450 - Comprehensive Safety Plan

(cf. 3515 - Campus Security)

(cf. 3516 - Emergencies and Disaster Preparedness Plan)

(cf. 9323.2 - Actions by the Board)

~~The Board may meet in closed session during an emergency meeting held pursuant to Government Code 54956.5 to meet with law enforcement officials for the emergency purposes specified in Government Code 54957 if agreed to by a two-thirds vote of the Board members present. If less than two-thirds of the members are present, then the Board must agree by a unanimous vote of the members present. (Government Code 54956.5)~~

Agenda items related to **these** security matters shall specify the name of the law enforcement agency and the title of the officer, or name of applicable agency representative and title, with whom the Board will consult. (Government Code 54954.5)

The Board may meet in closed session to consult with law enforcement officials on the development of a plan for tactical responses to criminal incidents and to approve the plan. Following the closed session, the Board shall report any action taken to approve the plan, but need not disclose the district's plan for tactical responses. (Education Code 32281)

CLOSED SESSION PURPOSES AND AGENDAS (continued)**Conference with Real Property Negotiators**

Before holding the closed session, the Board shall hold an open and public session to identify its negotiator(s), and the property under negotiation, and to specify the person(s) with whom the negotiator may negotiate. For purposes of real property transactions, negotiators may include members of the Board. (Government Code 54956.8)

~~The Board may meet in closed session with its real property negotiator prior to the purchase, sale, exchange or lease of real property by or for the district in order to grant its negotiator authority regarding the price and terms of payment for the property. (Government Code 54956.8)~~

Agenda items related to real property negotiations shall specify the district negotiator attending the closed session. If circumstances necessitate the absence of a specified negotiator, an agent or designee may participate in place of the absent negotiator as long as the name of the agent or designee is announced at an open session held prior to the closed session. The agenda shall also specify the name of the negotiating parties and the street address of the real property under negotiation. If there is no street address, the agenda item shall specify the parcel number or another unique reference of the property. The agenda item shall also specify whether instruction to the negotiator will concern price, terms of payment, or both. (Government Code 54954.5)

When the Board approves a final agreement concluding real estate negotiations pursuant to Government Code 54956.8, it shall report that approval and the substance of the agreement in open session at the public meeting during which the closed session is held. If final approval rests with the other party to the negotiations, the Superintendent or designee shall disclose the fact of that approval and the substance of the agreement upon inquiry by any person, as soon as the other party or its agent has informed the district of its approval. (Government Code 54957.1)

Pending Litigation

Based on the advice of its legal counsel, the Board may hold a closed session to confer with or receive advice from its legal counsel regarding pending litigation when a discussion of the matter in open session would prejudice the Board's position in the case. For this purpose, "litigation" means any adjudicatory proceeding, including eminent domain, before a court, administrative body exercising its adjudicatory authority, hearing officer, or arbitrator. (Government Code 54956.9)

Litigation is considered "pending" when in any of the following circumstances:

CLOSED SESSION PURPOSES AND AGENDAS (continued)

1. Litigation to which the Board is a “party” has been initiated formally. (Government Code 54956.9~~(a)~~**(d)(1)**)
2. A point has been reached where, in the Board's opinion based on the advice of its legal counsel and on the “existing facts and circumstances”, there is a “significant exposure to litigation” against the district, or the Board is meeting solely to determine whether, based on existing facts or circumstances, a closed session is authorized. (Government Code 54956.9~~(b)~~**(d)(2), (3)**)

Existing facts and circumstances for these purposes are limited to the following: (Government Code 54956.9)

- a. Facts and circumstances that might result in litigation against the district but which the district believes are not yet known to potential plaintiffs and which do not need to be disclosed.
- b. Facts and circumstances including, but not limited to, an accident, disaster, incident or transactional occurrence which might result in litigation against the district, which are already known to potential plaintiff(s), and which must be publicly disclosed before the closed session or specified on the agenda.
- c. The receipt of a claim pursuant to the ~~For~~ **Government** Claims Act or a written threat of litigation from a potential plaintiff. The claim or written communication must be available for public inspection.

(cf. 3320 - Claims and Actions Against the District)

- d. A threat of litigation made by a person in an open meeting on a specific matter within the responsibility of the Board.
 - e. A threat of litigation made by a person outside of an open meeting on a specific matter within the responsibility of the Board, provided that the district official or employee receiving knowledge of the threat made a record of the statement before the meeting and the record is available for public inspection. Such record does not need to identify an alleged victim of tortious sexual conduct or anyone making a threat **of litigation** on ~~his/her~~ **the victim's** behalf or identify an employee who is the alleged perpetrator of any unlawful or tortious conduct, unless the identity of this person has been publicly disclosed.
3. Based on existing facts and circumstances, the Board has decided to initiate or is deciding whether to initiate litigation. (Government Code 54956.9~~(e)~~**(d)(4)**)

CLOSED SESSION PURPOSES AND AGENDAS (continued)

Before holding a closed session pursuant to the pending litigation exception, the Board shall state on the agenda or publicly announce the subdivision of Government Code 54956.9 under which the closed session is being held. If authority is based on Government Code 54956.9(a), the Board shall either state the title or specifically identify the litigation to be discussed or state that doing so would jeopardize the district's ability to effectuate service of process upon unserved parties or to conclude existing settlement negotiations to its advantage. (Government Code 54956.9)

Agenda items related to "pending litigation" shall be described as a conference with legal counsel regarding "existing litigation" or "anticipated litigation." (Government Code 54954.5)

"Existing litigation" items shall identify the name of the case specified by either the claimant's name, names of parties and case or claim number, unless the Board states that to identify the case would jeopardize service of process or existing settlement negotiations. (Government Code 54954.5)

"Anticipated litigation" items shall state that there is significant exposure to litigation pursuant to Government Code 54956.9(b)(d)(2) or (3) and shall specify the potential number of cases. When the district expects to initiate a suit, items related to anticipated litigation shall state that the discussion relates to the initiation of litigation pursuant to Government Code 54956.9(e)(d)(4) and shall specify the potential number of cases. The agenda or an oral statement before the closed session may be required to provide additional information regarding existing facts and circumstances described in items #2 b-e above. (Government Code 54954.5)

Following the closed session, the Board shall publicly report, as applicable: (Government Code 54957.1)

- 1. Approval to legal counsel to defend, appeal or not appeal, or otherwise appear in litigation. This report shall identify the adverse parties, if known, and the substance of the litigation.**
- 2. Approval to legal counsel to initiate or intervene in a lawsuit. This report shall state that directions to initiate or intervene in the action have been given and that the action, defendants, and other details will be disclosed to inquiring parties after the lawsuit is commenced unless doing so would jeopardize the district's ability to serve process on unserved parties or its ability to conclude existing settlement negotiations to its advantage.**
- 3. Acceptance of a signed offer from the other party or parties which finalizes the settlement of pending litigation. This report shall state the substance of the agreement.**

CLOSED SESSION PURPOSES AND AGENDAS (continued)

If approval is given to legal counsel to settle pending litigation but final approval rests with the other party or with the court, the district shall report the fact of approval and the substance of the agreement thereon to persons who inquire once the settlement is final. (Government Code 54957.1)

Joint Powers Agency Issues

The Board may meet in closed session to discuss a claim for the payment of tort liability losses, public liability losses or workers' compensation liability incurred by a joint powers agency (JPA) formed for the purpose of insurance pooling or self-insurant authority of which the district is a member. (Government Code 54956.95)

Closed session agenda items related to liability claims shall specify the claimant's name and the name of the agency against which the claim is made. (Government Code 54954.5)

(cf. 3530 - Risk Management/Insurance)

Following the closed session, the Board shall publicly report the disposition of joint powers agency or self-insurance claims, including the name of the claimant(s), the name of the agency claimed against, the substance of the claim, and the monetary settlement agreed upon by the claimant. (Government Code 54957.1)

When the board of the JPA has so authorized and upon advice of district legal counsel, the Board may **also** meet in closed session in order to receive, discuss, and take action concerning information obtained in a closed session of the JPA **that has direct financial or liability implications for the district**. During the Board's closed session, a Board member serving on the JPA board may disclose confidential information acquired during a closed session of the JPA to fellow Board members. (Government Code 54956.96)

~~The Board member may also disclose the confidential JPA information to district legal counsel in order to obtain advice on whether the matter has direct financial or liability implications for the district. (Government Code 54956.96)~~

Closed session agenda items related to conferences involving a JPA shall specify the **name of the JPA**, the closed session description used by the JPA and the name of the Board member representing the district on the JPA board. Additional information listing the names of agencies or titles of representatives attending the closed session as consultants or other representatives shall also be included. (Government Code 54954.5)

CLOSED SESSION PURPOSES AND AGENDAS (continued)**Review of Audit Report from Bureau of State Audits**

Upon receipt of a confidential final draft audit report from the California State Auditor's Office, the Board may meet in closed session to discuss its response to that report. After public release of the report from the California State Auditor's Office, any Board meeting to discuss the report must be conducted in open session, unless exempted from that requirement by some other provision of law. (Government Code 54956.75)

Closed session agenda items related to an audit by the California State Auditor's Office shall state "Audit by Bureau of State Audits." (Government Code 54954.5)

Following the closed session, the Board shall publicly confirm that the report was reviewed and a response was prepared.

Review of Assessment Instruments

The Board may meet in closed session to review the contents of any student assessment instrument approved or adopted for the statewide testing system. Before any such meeting, the Board shall agree by resolution to accept any terms or conditions established by the State Board of Education for this review. (Education Code 60617)

(cf. 6162.5 – Student Assessment)

(cf. 6162.51 – State Academic Achievement Tests)

Agenda items related to the review of student assessment instruments shall state that the Board is reviewing the contents of an assessment instrument approved or adopted for the statewide testing program and that Education Code 60617 authorizes a closed session for this purpose in order to maintain the confidentiality of the assessment under review.

Following the closed session, the Board shall confirm that the assessment instruments were reviewed. Any actions related to the review shall be taken in open session without revealing any proprietary or confidential information and shall be a matter of public record.

Legal Reference: (see next page)

CLOSED SESSION PURPOSES AND AGENDAS (continued)

Legal Reference:

EDUCATION CODE

32281 School safety plans

35145 Public meetings

35146 Closed session ~~(re student suspension)~~ **for student suspension or disciplinary action**

44929.21 Districts with ADA of 250 or more

48912 Governing board suspension **of student**

48918 Rules governing expulsion procedures; hearings and notice

49070 Challenging content of students records

49073 Privacy of student records

60617 ~~Meetings of governing board~~ **Closed session (re review of contents of statewide assessment)**

GOVERNMENT CODE

3540-3549.3 Educational Employment Relations Act

6252-6270 California Public Records Act

54950-54963 The Ralph M. Brown Act

CALIFORNIA CONSTITUTION

Article 1, Section 3 Public right to access information

UNITED STATES CODE, TITLE 20

1232g Family Educational Rights and Privacy Act

CODE OF FEDERAL REGULATIONS, TITLE 34

99.1-99.8 Family Educational Rights and Privacy

COURT DECISIONS

Moreno v. City of King, (2005) 127 Cal.App.4th 17

Morrison v. Housing Authority of the City of Los Angeles Board of Commissioners, (2003) 107 Cal.App.4th 860

Rim of the World Unified School District v. San Bernardino County Superior Court, (2002) 104 Cal.App.4th 1393

Bell v. Vista Unified School District, (2004) 82 Cal.App. 4th 672

Fischer v. Los Angeles Unified School District, (1999) 70 Cal.App. 4th 87

Kleitman v. Superior Court of Santa Clara County, (1999) 87 Cal Rptr. 2d

Furtado v. Sierra Community College District (1998) 68 Cal.App. 4th 876

Roberts v. City of Palmdale, (1993) 5 Cal.App. 4th 363

San Diego Union v. City Council, (1983) 146 Cal.App.3d 947

Sacramento Newspaper Guild v. Sacramento County Board of Supervisors, (1968) 263 Cal.App. 2d 41

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94 Ops.Cal.Atty.Gen. 82 (2011)

89 Ops.Cal.Atty.Gen. 110 (2006)

86 Ops.Cal.Atty.Gen. 210 (2003)

78 Ops.Cal.Atty.Gen. 218 (1995)

59 Ops.Cal.Atty.Gen. 532 (1976)

57 Ops. Cal. Atty. Gen. 209 (1974)

Management Resources:

CSBA PUBLICATIONS

The Brown Act: School Boards and Open Meeting Laws, 2009-2014

CALIFORNIA OFFICE OF THE ATTORNEY GENERAL PUBLICATIONS

The Brown Act: Open Meetings for Legislative Bodies, 2003

LEAGUE OF CALIFORNIA CITIES PUBLICATIONS

Open and Public IV: A Guide to the Ralph M. Brown Act, rev. July 2010

CLOSED SESSION PURPOSES AND AGENDAS (continued)

WEB SITES

CSBA: <http://www.csba.org>

California Office of the Attorney General: <http://www.oag.ca.gov>

League of California Cities: <http://www.cacities.org>