

LAKE SIDE UNION SCHOOL DISTRICT

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

Audience:

Meeting ID: 947 9256 2765

Dial In: 1 (669) 900-6833

Meeting Password: 947175

November 10, 2021

Closed Session: 5:00 p.m.

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).

Please take notice that the Governor of California issued Executive Order N-29-20 on March 17, 2020. This Order provides, in part, as follows: "All requirements in...the Brown Act expressly or impliedly requiring the physical presence of members, the clerk or other personnel of the body, or of the public as a condition of participation in or quorum for a public meeting are hereby waived."

Members of the public who wish to participate in public comment are encouraged to fill out a form using the **Public Comment Form** or by filling out a Request to Speak form located at the district office. Public comment can be made in person or through Zoom.

A. CALL TO ORDER AND ROLL CALL

B. OPPORTUNITY FOR MEMBERS OF THE PUBLIC TO ADDRESS THE BOARD ON ANY ITEM DESCRIBED IN THIS NOTICE (GOVERNMENT CODE SECTION 54954.3) **Public Comment Form**

During this time, citizens are invited to address the Board of Education regarding items on or off the agenda. A public comment form (link above) or a request-to-speak cards must 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, César Morales, regarding the California School Employees Association and its Chapter 240, pursuant to Government Code §54957.6;
2. Conference with Labor Negotiator, César Morales, regarding the Lakeside Teachers Association, pursuant to Government Code §54957.6;
3. Public Employee Discipline/Dismissal/Release pursuant to Government Code §54957; and
4. Public Employee Evaluation, Superintendent, pursuant to Government Code §54957.6.

D. OPENING PROCEDURES – 6:00PM

1. Reconvene and Welcome Visitors
2. Closed Session Report
3. The Pledge of Allegiance will be led by students from Riverview and Winter Gardens Elementary. Following the pledge, Principal **Grace Cox** will present highlights from the schools.

E. TRUSTEE REPORTS AND COMMENTS

Trustees will report and comment as desired.

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

Opportunity for Members of the Public to address the Board on any item on the agenda. In the interest of time and order, presentations from the public are limited to four (4) minutes per person. An individual speaker's allotted time may not be increased by a donation of time from members of the public in attendance. If you wish to speak under Public Comment or Public Hearings, follow the directions for speaking to agenda items as listed above.

G. PRESENTATIONS

1. Superintendent **Dr. Rhonda Taylor** will give a District update.
2. Assistant Superintendent **Dr. Kim Reed** will present academic achievement data from the first trimester.
3. **Dr. Natalie Winspear** will present current COVID information.

H. PUBLIC HEARINGS/ACTION ITEM

1. **PUBLIC HEARING:** With regards to the Memorandum of Understanding with California School Employees Association and its Chapter 240, so that negotiations may commence.
INFORMATION ONLY: To hear comments from the public to receive input regarding the Memorandum of Understanding with California School Employees Association and its Chapter 240 regarding the Impacts and Effects of changes in SB 95 Federal law and to follow Cal/OSHA Emergency Temporary Standards during COVID-19 pandemic conditions.
2. **PUBLIC HEARING:** The Governing Board will conduct a public hearing to receive input from the public regarding the findings contained in the annual and five-year developer fees report for fiscal year 2020-21.
3. **Adoption** is requested of Resolution No. 2022-10 to adopt the findings contained in the Annual and Five-Year Developer Fee Report for Fiscal year 2020-21.

I. 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 regular board meeting of October 14, 2021; and the special board meeting of October 21, 2021.
- 2.2 **Authorization** is requested, per Education Code §35143 and 7200, to hold the annual organizational meeting for 2021 between December 10 and December 24, 2021 inclusive. A recommendation to set Thursday, December 16, 2021 at 6:00 p.m. in the boardroom of the District Administration Center located at 12335 Woodside Avenue in Lakeside, California as the date, time and place of the organizational meeting of the Board of Trustees.

I. HUMAN RESOURCES

- 3.1 **Approval/Ratification** is requested of Personnel Assignment Order No. 2022-06.
- 3.2 **Ratification** is requested of a Short-Term Employment Agreement with Michael Rowan to serve as the Interim Principal at Lemon Crest Elementary beginning November 1, 2021.

BUSINESS SERVICES

- 4.1 **Approval** is requested of the following monthly business reports: A) Commercial Warrants; B) Revolving Cash; C) Purchase Orders and Change Orders; and D) Purchase Card Expenditures.
- 4.2 **Approval** is requested of an adjustment to Resolution Nos. 2021-26 through 2021-29, authorizing the replacement of warrants, with Lisa Davis, as Assistant Superintendent of Lakeside Union School District.
- 4.3 **Approval** is requested of Resolution No. 2022-08 and 2022-09, designating Lisa Davis as the JPA and FBC Authorized Representative, and Shannon Johnston, Finance Director, will be the alternate representative.
- 4.4 **Approval/Ratification** is requested of the following annual contracts for the 2021-22 school year: A) J Taylor Education (RV); B) West Ed/California Healthy Kids Survey (Pupil Svcs); C) Agricultural Pest Control Services (Maint); D) East County SELPA (Special Ed); E) Total Vision Care, LLC (Special Ed); F) Dannis Woliver Kelley (Legal Services); G) SDCOE Culture/Climate Survey (Supt); H) New Haven Youth and Family Services, Inc. (Special Ed); I) Alliance for African Assistance (Special Ed); and J) Darren Murphy (HR).
- 4.5 **Ratification** is requested of an out-of-state conference request for Terry Sanchez to attend a Carrier Controls Expert IS Level Technician conference in Las Vegas, Nevada from October 17 – 20, 2021 at a cost of \$318.71.
- 4.6 **Approval/Ratification** is requested of a Tierra del Sol Middle School Snap Raise fundraiser for KTDS Broadcasting, Drama, and Dance.
- 4.7 **Approval** is requested of the following donations to the District: A) \$1,000 from Price Philanthropies to the Lakeside Middle School Robotics team; B) \$1,000 from the El Capitan Stadium Association and \$1,000 from the Barona Band of Mission Indians for BizTown at Lindo Park.

EDUCATIONAL SERVICES

- 5.1 **Approval** is requested of the annual School Plans 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.

BOND

- 6.1 **Approval** is requested of Change Orders #7, #9, #10, #11R1, #12, #13, #14, #15 and #17 with SWCS, Inc. on the Lakeside Farms Elementary School modernization project at a cost of \$102,695.86.

I. BOND (CONTINUED)

- 6.2 **Ratification** is requested of a revision from the October 14, 2021 board approval with SWCS, Inc. on the Tierra del Sol Middle School multipurpose/kitchen/classroom modernization project contract amount from \$1,188,023 to state the bid award of \$1,851,023 which includes the \$30,000 allowance.

BOARD POLICIES, REGULATIONS, EXHIBITS & BYLAWS

- 7.1 **Adoption** is requested of Board Policy, Administrative Regulation and Exhibit 1313: Civility Policy.
- 7.2 **Adoption** is requested of Board Policy and Administrative Regulation 5141.52: Suicide Prevention.
- 7.3 **Adoption** is requested of Board Policy and Administrative Regulation 5145.3: Nondiscrimination/Harassment.
- 7.4 **Adoption** is requested of Board Policy 5145.9: Hate-Motivated Behavior.
- 7.5 **Adoption** is requested of Board Bylaw 9322: Agenda Meeting Materials.

J. DISCUSSION

1. **First Reading** is requested of Board Policy and Administrative Regulation 4030: Nondiscrimination in Employment.
2. **First Reading** is requested of Board Policy 4119.22/4219.22/4319.22: Dress and Grooming.
3. **First Reading** is requested of Board Policy and Administrative Regulation 4119.25/4219.25/4319.25: Political Activities of Employees.
4. **First Reading** is requested of Board Policy and Administrative Regulation 6154: Homework/Makeup Work.
5. **First Reading** is requested of Board Policy and Administrative Regulation 6163.4: Student Use of Technology.

K. INFORMATIONAL ITEMS

1. Enrollment Report for Month 2, ending October 15, 2021.
2. Quarterly Investment Reports, San Diego County Treasury Investment Pool as of quarter ended on September 30, 2021.

L. REPORTS TO THE BOARD

1. Union Representatives:
 - A. **Kerry Strong**, will present comments as the Lakeside Teachers Association President.
 - B. **David Myers**, will present comments as the California School Employees Association President.
2. District Superintendents
 - A. **Lisa Davis** will present business and operations updates.
 - B. **Dr. Kim Reed** will present educational services updates.
 - C. **Dr. Rhonda Taylor** will present closing comments.

M. ADJOURNMENT

Respectfully Submitted,

Rhonda L. Taylor, Ed.D.
Superintendent

Administration:

RHONDA L. TAYLOR, Ed.D.
Superintendent
KIM REED, Ed.D.
Assistant Superintendent
LISA DAVIS
Assistant Superintendent



Board of Trustees:

HOLLY FERRANTE
ANDREW HAYES
LARA HOEFER MOIR
BONNIE LACHAPPA
DON WHISMAN

PUBLIC NOTICE

At the regular board meeting of November 10, 2021, the Board of Trustees will conduct a public hearing to receive input regarding a Memorandum of Understanding with California School Employees Association and its Chapter 240 regarding impacts and effect of changes in SB 95 federal law and to follow Cal/OSHA Emergency Temporary Standards (ETS) during COVID-19 pandemic conditions.

The public hearing will be held on Wednesday, November 10, 2021. The regular board meeting begins at 6:00 p.m.

November 2, 2021

Rhonda L. Taylor, Ed.D.
Secretary to the Board

MEMORANDUM OF UNDERSTANDING
CALIFORNIA SCHOOL EMPLOYEES ASSOCIATION
AND ITS
CHAPTER # 240
AND
LAKESIDE UNION SCHOOL DISTRICT

October 22, 2021

The Lakeside Union School District ("District") and the California School Employee Association and its Chapter 335 ("CSEA") enter this Memorandum of Understanding ("MOU") regarding the impacts and effects of changes in SB 95 federal law and to follow Cal/OSHA Emergency Temporary Standards (ETS) during COVID 19 pandemic conditions.

The District and CSEA recognize the importance of preventing the spread of coronavirus within the workplace, and employees are able to self-isolate in cases of suspected exposure. Therefore, the parties agree as follows:

1. The terms of this agreement will extend from October 1, 2021 through June 30, 2022.
2. The District will provide one time paid COVID leave as follows:
 - a. One (1) time up to 64 hours/8 days of paid sick leave for full-time employees (pro rata for part-time) at the employee's regular rate of pay (up to \$511 per day and \$4,088 in total) if:
The employee is vaccinated against COVID-19, tests positive for COVID-19 and is required to isolate.
 - b. Two (2) times up to 24 hours/3 days of paid sick leave for full-time employees (pro rata for part-time) at the employee's regular rate of pay (up to \$511 per day and \$3,066 in total) if:
The employee (vaccinated or unvaccinated) is unable to work due to symptoms related to COVID-19, submits a medical note and a negative COVID test.
 - c. One (1) time up to 16 hours/2 days of paid sick leave for full-time employees (pro rata for part-time) at the employee's regular rate of pay (up to \$511 per day and \$1,033 in total) if:

The employee (vaccinated or unvaccinated) is unable to work due to symptoms related to receiving the COVID-19 vaccine and submits proof of vaccination on the day of or day after vaccination.

- d. One time up to 80 hours/10 days of paid leave for full-time employees (pro rata for part-time) at two-thirds the regular rate of pay (or state minimum wage, whichever is greater) up to \$200 per day and \$2,000 total if:

The employee (vaccinated or unvaccinated) is caring for their own child whose school or place of daycare is closed due to an active COVID-19 quarantine order and submits documentation of closure and/or requirement to isolate.

3. Maximum available COVID leave is up to 80 hours/10 days of paid COVID leave for full-time employees (pro rata for part-time) inclusive of all provisions noted above.
4. Nothing in this MOU is intended to create a past practice or set a precedent.

For the CSEA

For the District

David Myers, Chapter 240

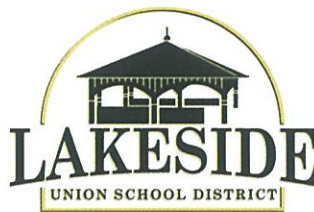
César Morales, Executive Director HR

Joni Collins, Labor Relations Representative

Lisa Davis, Assistant Superintendent

Administration:

RHONDA L. TAYLOR, Ed.D.
Superintendent
KIM REED, Ed.D.
Assistant Superintendent
LISA DAVIS
Assistant Superintendent



Board of Trustees:

HOLLY FERRANTE
ANDREW HAYES
LARA HOEFER MOIR
BONNIE LACHAPPA
DON WHISMAN

**NOTICE OF PUBLIC HEARING AND PROPOSAL FOR THE ANNUAL AND FIVE-YEAR
DEVELOPER FEES REPORT FOR FISCAL YEAR 2020-21**

PLEASE TAKE NOTICE that immediately following a public hearing on the matter, a resolution (#2022-10) will be considered by the Governing Board of the Lakeside Union School District at its regular meeting on November 10, 2021 located at Lakeside Union School District Administrative Center, 12335 Woodside Avenue, Lakeside CA 92040, regarding the findings contained in the annual and five-year developer fee report for fiscal year 2020-21. The information was made available for viewing 15 days prior to the board meeting.

October 26, 2021

Rhonda L. Taylor, Ed.D.
Secretary to the Board

LAKE SIDE UNION SCHOOL DISTRICT

Governing Board Meeting Date: Nov. 10, 2021

Agenda Item:

Adoption of Resolution 2022-10, to adopt the findings contained in the Annual and Five-Year Developer Fee Report for Fiscal Year 2020-21.

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

Pursuant to Government Code Sections 66006 (b) and 66001 (d) the District is required to prepare an Annual and Five-Year Report of the developer fees collected for residential and commercial development projects within 180 days of the end of the fiscal year, which must be reviewed by the Board of Education at a regularly scheduled public meeting.

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: Business Services

Submitted/Recommended By:

Approved for Submission to the Governing Board:



Lisa Davis, Assistant Superintendent



Dr. Rhonda Taylor, Superintendent

Reviewed by Cabinet Member: _____

RESOLUTION NO. 2022-10

**A RESOLUTION OF THE BOARD OF EDUCATION OF
THE LAKESIDE UNION SCHOOL DISTRICT ADOPTING
THE FINDINGS CONTAINED IN THE ANNUAL AND
FIVE-YEAR DEVELOPER FEE REPORT FOR FISCAL
YEAR 2020-21**

WHEREAS, pursuant to its authority under Education Code Section 17620 and Government Code Section 65995, the Board of Education has previously adopted and imposed statutory school fees for the 2020-21 fiscal year on residential, commercial, and industrial development (“Developer Fees”) to mitigate the impact of new development on the Lakeside Union School District (“District”); and

WHEREAS, the District has deposited all Developer Fees that it has received in a separate non-commingled capital facilities fund (“Capital Facilities Fund”) established for such a purpose, pursuant to Government Code Section 66006(a) and (b); and

WHEREAS, the District has made available to the public within one hundred and eighty (180) days of the end of the 2020-21 fiscal year the Annual and Five-Year Developer Fee Reports for Fiscal Year 2020-21; and

WHEREAS, the District has reviewed the information provided in the Annual and Five-Year Developer Fee Reports and has determined the information contained therein to be true and correct; and

WHEREAS, the Annual Developer Fee Report was prepared in accordance with Government Code Section 66006(b)(1); and

WHEREAS, the Five-Year Developer Fee Report was prepared in accordance with Government Code Section 66001(d); and

WHEREAS, the District has mailed notice at least fifteen (15) days prior to this meeting to all interested parties who have requested notice of any meeting relative to the District's imposition of Developer Fees; and

WHEREAS, the Board of Education has reviewed and considered the Annual and Five-Year Developer Fee Reports at a duly noticed, regularly scheduled public meeting at least fifteen (15) days after the District made this information publicly available, pursuant to Government Code Section 66006(b)(2).

NOW, THEREFORE, BE IT RESOLVED BY THE BOARD OF EDUCATION OF THE LAKESIDE UNION SCHOOL DISTRICT AS FOLLOWS:

Section 1. The Board has reviewed the information provided in the Annual and Five-Year Developer Fee Reports, and finds it to be true and correct.

Section 2. The Board, based upon the information contained in the Annual Developer Fee Report, finds as follows:

Section 2.1 That the Annual Developer Fee Report describes the types of fees contained in the Capital Facilities Fund, including the amount of the fees, the beginning and ending balance of the Capital Facilities Fund, as well as the amount of fees collected, and the interest earned thereon.

Section 2.2 That the Annual Developer Fee Report identifies each public improvement on which Developer Fees were expended, and the amount of the expenditures on each improvement, including the total percentage of the cost of the public improvement that was funded with Developer Fees.

Section 2.3 That sufficient funds have not been collected to complete the financing on any incomplete public improvement.

Section 2.4 That there were no interfund transfers or loans made from the Capital Facilities Fund.

Section 2.5 That sufficient funds have not been collected to complete the financing of any incomplete public improvement, and that there were no refunds made of Developer Fees.

Section 3. The Board, based upon the information contained in the Five-Year Developer Fee Report, finds as follows:

Section 3.1 That the purpose of Developer Fees imposed on new residential, commercial, and industrial development within the District is to fund the school facilities required to serve the additional grade K-12 students generated by such new development and that the Developer Fees will be used for the construction and/or acquisition of additional school facilities and the remodeling of existing school facilities to provide additional capacity.

Section 3.2 That there is a proportional and reasonable relationship between the Developer Fees imposed on new development and the need for additional District school facilities because new development will generate new students to be enrolled in the District which will lead to increased need for school facilities, and that the Developer Fees imposed do not exceed the cost of providing such additional school facilities.

Section 3.3 That there is a further proportional and reasonable relationship between the unexpended Developer Fees contained in the Capital Facilities Fund and the need for additional school facilities because the Developer Fees imposed on new developments will not fully cover the costs of providing such school facilities for these new students.

Section 3.4 That the portion of the Capital Facilities Fund that remains unexpended will be used for the construction and/or acquisition of additional school facilities, remodeling existing school facilities in order to increase capacity, and the acquisition of additional portable classrooms to accommodate students generated from new development.

Section 3.5 That the funding anticipated to complete the financing of incomplete projects will be obtained from the State School Facilities Program and additional Developer Fees as set forth in the Five-Year Developer Fee Report.

Section 3.6 That the dates upon which the District's school facilities projects employing the unexpended funds in the Capital Facilities Fund will commence are not presently known.

Section 4. The Annual and Five-Year Developer Fee Reports have been made available to the public within one hundred and eighty (180) days after the last day of the fiscal year pursuant to Government Code Sections 66001(d) and 66006(b).

Section 5. The District made the Annual and Five-Year Developer Fee Reports available for public review at least fifteen (15) days prior to the Board's consideration of these reports.

Section 6. The District mailed notice of the time and place of the Board meeting in which the Annual and Five-Year Developer Fee Reports would be considered, as well as the location where the reports could be reviewed, at least fifteen (15) days before the meeting, to each individual who had filed a written request for such notice.

PASSED AND ADOPTED this 10th day of November, 2021 by the following vote:

AYES:

NOES:

ABSTAIN:

ABSENT:

BOARD OF EDUCATION OF THE
Lakeside Union SCHOOL DISTRICT

Superintendent

ATTEST:

[illegible]

I, _____, _____ of the _____,
do hereby certify that the foregoing is a full, true and correct copy of Resolution No. 2022-10 of
said Board and that the same has not been amended or repealed.

Dated: _____, 2021

By: _____

**LAKESIDE UNION SCHOOL DISTRICT
ANNUAL AND FIVE-YEAR DEVELOPER FEES REPORT
FOR FISCAL YEAR 2020-21**

Government Code Sections 66006 and 66001 provide that the District shall make available to the public certain information and adopt described findings relative to statutory school facility fees ("Statutory School Fees") collected pursuant to Education Code Sections 17620 et. seq. and Government Code Sections 65995 et. seq. ("Level 1 fees," "Level 2 fees," and "Level 3 fees," collectively, "Statutory School Facility Fees" and as to Level 2 and Level 3 fees, "Alternative School Facility Fees.") The foregoing for this purpose is also referred to as reportable fees ("Reportable Fees"). The described information and findings relate to Reportable Fees received, expended or to be expended in connection with school facilities ("School Facilities") to accommodate additional students from new development if funded or partially funded with Reportable Fees. The Reportable Fees do not include letters of credit, bonds, or other instruments to secure payment of Reportable Fees at a future date. The Reportable Fees have not been levied, collected or imposed for general revenue purposes.

The following is the information for review and the proposed findings scheduled for adoption in accordance with Government Code Sections 66006 and 66001.

I. ANNUAL REPORT - INFORMATION MADE AVAILABLE PURSUANT TO GOVERNMENT CODE SECTION 66006 FOR FISCAL YEAR 2020-21:

In accordance with Government Code Section 66006(b)(1) and (2), the District provides the following information for fiscal year 2020-21:

A. DESCRIPTION OF THE TYPE OF REPORTABLE FEES IN THE ACCOUNT OR SUB-ACCOUNT(S) OF THE DISTRICT:

The Reportable Fees consist of Statutory School Fees and Mitigation Payments.

B. AMOUNT OF REPORTABLE FEES:

The Statutory School Fee and Mitigation Payment rates for fiscal year 2020-21 are set forth in Schedule A, which is incorporated herein. These Statutory School Fee and Mitigation Payment rates were previously adopted on behalf of the Board of Education ("Board") of the District. The Statutory School Fee amounts only partially mitigate the impacts to the District caused by new residential development because the Statutory School Fees do not adequately fund the school facility needs resulting from additional development within the District. The amounts of the Mitigation Payments are essential to fund interim and permanent school facilities to accommodate students from additional development within the District.

C. BEGINNING AND ENDING BALANCE OF ACCOUNT:

	Statutory School Fees	Mitigation Payments
Beginning Balance (7/1/20)	\$1,469,006	-0-
Ending Balance (6/30/21)	\$1,720,675	-0-

D. AMOUNT OF THE REPORTABLE FEES COLLECTED AND INTEREST EARNED:

Amount of Fees Collected	Amount of Interest Earned	Proceeds from Sale of Portable Buildings
\$758,725	\$15,144	-0-

E. IDENTIFICATION OF EACH PROJECT OF THE DISTRICT ON WHICH REPORTABLE FEES WERE EXPENDED AND THE AMOUNT OF THE EXPENDITURES ON EACH PROJECT OF THE DISTRICT FOR FISCAL YEAR 2020-21, INCLUDING THE TOTAL PERCENTAGE OF THE COST OF THE PROJECT OF THE DISTRICT, THAT WAS FUNDED WITH REPORTABLE FEES:

PROJECT NAME	ANTICIPATED AMOUNT OF FUNDING FROM SCHOOL FACILITIES FEES	PERCENTAGE OF TOTAL PROJECT COST
Relocatable Lease Payments District Office (1)	\$ 7,774	100%
Direct Support Costs (Admin Fees)	\$ 8,127	100%
Consultant Fees for Construction Planning	\$ 13,475	100%

F. IDENTIFICATION OF AN APPROXIMATE DATE BY WHICH THE CONSTRUCTION OF PROJECT(S) OF THE DISTRICT WILL COMMENCE IF THE DISTRICT DETERMINES THAT SUFFICIENT FUNDS HAVE BEEN COLLECTED TO COMPLETE FINANCING ON AN INCOMPLETE PROJECT OF THE DISTRICT, AS IDENTIFIED IN PARAGRAPH (2) SUBDIVISION (A) OF SECTION 66001, AND THE PROJECT OF THE DISTRICT REMAINS INCOMPLETE:

The District proposes to determine that for fiscal year 2020-21, Reportable Fees and other sources of funding were not sufficient to complete the financing of any School Facilities construction project ("Project") of the District. Please refer to the School Facilities Needs Analysis Report.

G. DESCRIPTION OF EACH INTERFUND TRANSFER OR LOAN MADE FROM THE ACCOUNT OR SUB-ACCOUNT(S), INCLUDING PROJECT(S) OF THE DISTRICT ON WHICH THE TRANSFERRED OR LOANED REPORTABLE FEES WILL BE EXPENDED, AND, IN THE CASE OF AN INTERFUND LOAN, THE DATE ON WHICH THE LOAN WILL BE REPAYED, AND THE RATE OF INTEREST THAT THE ACCOUNT OR SUB_ACCOUNT(S) WILL RECEIVE ON THE LOAN:

No interfund transfers or loans were made from Reportable Fees.

H. THE AMOUNT OF REFUNDS MADE OR REVENUES ALLOCATED FOR OTHER PURPOSES IF THE ADMINISTRATIVE COSTS OF REFUNDING UNEXPENDED REVENUES EXCEED THE AMOUNT TO BE REFUNDED:

No refunds were made or revenues allocated for other purposes.

In accordance with Government Code Section 66006(b)(2), the foregoing information, including the proposed five (5) year findings set forth below will be made available to the public at least fifteen (15) days prior to consideration of the Reportable Fees Report. The Board of the District will review such annual information and proposed five (5) year findings at its next regular meeting occurring at least fifteen (15) days subsequent to the availability of this Reportable Fees Report.

II. PROPOSED FIVE (5) YEAR FINDINGS WITH RESPECT TO THAT PORTION OF THE REPORTABLE FEES REMAINING UNEXPENDED, WHETHER COMMITTED OR UNCOMMITTED IN ACCORDANCE WITH GOVERNMENT CODE SECTION 66001

A. IDENTIFICATION OF THE PURPOSE FOR REPORTABLE FEES ARE:

The purpose of the Reportable Fees imposed and collected on new residential, commercial, and industrial development within the District is to fund additional School Facilities required to serve the students of the District generated by this new development within the District. See Schedule C for the District's School Facilities Projects. Specifically, the Reportable Fees have been and will continue to be used for the construction and/or acquisition of additional School Facilities, remodeling existing School Facilities to add additional classrooms and technology, as well as acquiring and installing additional portable classrooms.

B. DEMONSTRATION OF REASONABLE RELATIONSHIP BETWEEN THE REPORTABLE FEES AND THE PURPOSES OF WHICH THEY ARE CHARGED:

There is roughly a proportional, reasonable relationship between the new development upon which the Reportable Fees are charged and the need for additional School Facilities by reason of the fact that additional students will be generated by additional development within the District and the District does not have student capacity in the existing School Facilities to accommodate these new students. Furthermore, the Reportable Fees charged on new development will be used to fund School Facilities which will provide capacity to serve the students generated from new development and the Fees do not exceed the costs of providing such School Facilities for new students.

**C. IDENTIFICATION OF ALL SOURCES AND AMOUNTS OF FUNDING
THE ANTICIPATED TO COMPLETE FINANCING OF THE SCHOOL FACILITIES
DISTRICT HAS IDENTIFIED IN THE DISTRICT'S REPORTS FOR
FISCAL YEAR 2021-22:**

Source of Funding	Amount of Funding Anticipated to be Received to Complete Financing of School Facilities
1.State School Building Program	\$ -
2. State Hardship Funds	\$ -
3. Community Facilities Districts	\$ -
4. General Obligation Bond Proceeds	\$ -
5. Redevelopment Pass-Through Agreements	\$ -
6. Statutory School FacilityFees:	\$ 250,000.00
7. Mitigation Payments	\$ -
8. Certificates of Participation	\$ -
9. S.B. No. 201 Fees (Government Code Section 65970 et seq.)	\$ -
10. Beginning Balance (7/01/2021)	\$ 1,720,675.04
11. Total Funding (Lines 1-10) above	\$ 1,970,675
12. Total Costs Funded by Developer Fees: See Schedule B	\$ 1,223,605
13. Minus total of All Funds in Sources (Enter from Line 11 above).	\$ 1,970,675
14. Surplus Balance (Line 13, minus Line 12)	\$ 747,070

**D. DESIGNATION OF THE APPROXIMATE DATE ON WHICH THE FUNDING
REFERRED TO IN PARAGRAPH 3 ABOVE IS EXPECTED TO BE
DEPOSITED IN THE APPROPRIATE ACCOUNT OR SUB-ACCOUNT(S):**

Source of Funding	Approximate Date Expected to be Deposited
State School Building Program	N/A
State Hardship Funds	N/A
Community Facilities Districts	N/A
General Obligation Bond Proceeds	N/A
Redevelopment Pass-Through Agreements	N/A
Statutory School Facility Fees:	Immediately Upon Receipt
Mitigation Payments	N/A
Certificates of Participation	N/A
S.B. No. 201 Fees (Government Code Section 65970 et seq.)	N/A

SCHEDULE A
2021-22
STATUTORY SCHOOL FEES

Effective 7/9/18:

Statutory School Fees:

Residential Development	\$2.35 per square foot of assessable space
Commercial/Industrial Development	\$0.38 per square foot of assessable space
Storage Development	\$.13 per square foot of assessable space

Mitigation Payments:

Residential Development	-0-
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SCHEDULE B

LAKESIDE UNION SCHOOL DISTRICT
ITEMIZED PROJECT FUNDING FROM SOURCES IDENTIFIED IN II (C)
ARE ANTICIPATED COSTS/FEES FOR NEXT FISCAL YEAR 2021-22

PROJECT NAME	ANTICIPATED AMOUNT OF FUNDING FROM SCHOOL FACILITIES FEES	PERCENTAGE OF TOTAL PROJECT COST
Relocatable Lease Payments District Office (1)	\$9,425	100%
Direct Support Costs (Admin Fees)	\$7,980	100%
Consultant Fees for Construction Planning	\$13,200	100%
Capital Outlay:		
Lakeside Farms Restrooms	\$1,000,000	27%
Tierra Del Sol Relocatable	\$193,000	3%
Total of Lines	\$1,223,605	

LAKESIDE UNION SCHOOL DISTRICT

Governing Board Meeting Date: 11/10/21

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 October 14, 2021
Special Board Meeting of October 21, 2021

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:



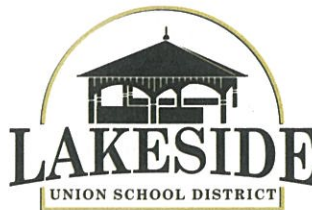
Lisa DeRosier, Executive Assistant



Dr. Rhonda Taylor, Superintendent

Administration:

RHONDA L. TAYLOR, Ed.D.
Superintendent
 KIM REED, Ed.D.
Assistant Superintendent
 LISA DAVIS
Assistant Superintendent



Board of Trustees:

HOLLY FERRANTE
 ANDREW HAYES
 LARA HOEFER MOIR
 BONNIE LACHAPPA
 DON WHISMAN

Minutes of the Regular Meeting of the Board of Trustees

October 14, 2021

District Administration Center/Zoom

- | | |
|---|---|
| <p>A. The regular meeting of the Lakeside Union School District Board of Trustees was called to order at 5:04 p.m. by Holly Ferrante, President, with the following members present: Andrew Hayes, Vice President; Bonnie LaChappa, Clerk; and Don Whisman, Member. Also in attendance were Dr. Rhonda Taylor, Superintendent; Dr. Kim Reed, Assistant Superintendent; and Shannon Johnston, Interim Assistant Superintendent. Member Lara Hoefer Moir was absent.</p> | <p>Call to Order</p> |
| <p>B. There was 1 speaker to address the Board prior to closed session regarding the vaccine mandates for students.</p> | <p>Public
Comments</p> |
| <p>C. At 5:07 p.m. the Governing Board moved to closed session to discuss Conference with Labor Negotiator, César Morales, regarding the California School Employees Association and its Chapter 240, pursuant to Government Code §54957.6; Conference with Labor Negotiator, César Morales, regarding the Lakeside Teachers Association pursuant to Government Code §54957.6; Public Employee Discipline/Dismissal/Release pursuant to Government Code §54957; and Public Employee Appointment, Assistant Superintendent of Business Services, pursuant to Government Code §54957.</p> | <p>Closed Session</p> |
| <p>D. At 6:00 p.m. the Board reconvened to open session. President Ferrante welcomed guests. Lisa DeRosier was present to record the minutes. President Ferrante reported no action was taken on closed session items.</p> | <p>Welcome</p> |
| <p>1. There was no action taken on Conference with Labor Negotiator, César Morales, regarding the California School Employees Association and its Chapter 240, pursuant to Government Code §54957.6.</p> <p>2. There was no action taken on Conference with Labor Negotiator, César Morales, regarding the Lakeside Teachers Association pursuant to Government Code §54957.6.</p> <p>3. There was no action taken on Public Employee Discipline/Dismissal/Release pursuant to Government Code §54957.</p> <p>4. There was no action taken on Public Employee Appointment, Assistant Superintendent of Business Services, pursuant to Government Code §54957.</p> | <p>Closed Session
Report</p> |
| <p>The pledge of allegiance was led by students, Slade Stanley and Gemma Parsons, from Lakeview. Following the pledge, principal Staci Arnold shared a video highlighting the staff, students and programs at Lakeview.</p> | <p>Flag Salute
LV Highlights</p> |
| <p>E. Clerk LaChappa visited Lindo Park and Winter Gardens and has been volunteering in PTA. She was glad to see the kids enjoying their school year.</p> | <p>Trustee Reports
and Comments</p> |

E. TRUSTEE REPORTS AND COMMENTS (CONTINUED)

Member Whisman thanked the principals for hosting him on their sites recently. He witnessed caring principals, staff and teachers. It was nice to see the kids wearing their masks all day long. He also saw the SEL goal working at all the sites. He commented on the success of the intervention room as kids fell behind when they were out. Kudos to the principals and teachers who are making kids feel safe, welcome and happy.

Trustee Reports
and Comments
Continued

Vice President Hayes has been out on the sites the past few days and he commented that the kids are enjoying learning and having fun. The staff seems happy to have the students back in the classroom. It was nice to see the staff in action. He is hearing a lot of angst regarding the Governor's vaccine mandate. We will be watching this moving forward.

President Ferrante gave a shout out to teachers for their virtual back-to-school nights. It's a whole different way to do these, but she really enjoyed them. She visited Lindo Park, Riverview and Tierra del Sol Middle School where she saw construction projects in process. She thanked all classified and certificated staff for their hard work.

F. There were 8 requests to speak to the Board regarding vaccine mandates; and 1 regarding the restoration of the mural on the old warehouse.

Public Comments

G. 1. Amber Fritch and Ashley Cascio of Climatec shared information about the LUSD Energy Infrastructure Modernization Program. The focus of the program is to modernize aging infrastructure in the areas of HVAC, lighting, roofing, and other electrical infrastructure to create energy efficiency in facilities. The program also includes solar shade and parking structures.

Climatec
Presentation

2. Assistant Superintendent, Dr. Kim Reed, presented information on the ESSER III Plan. ESSER funds are to help safely reopen and sustain the safe operation of schools and address the impact of the coronavirus pandemic on the students. LEA must reserve at least 20 percent of funds to address learning loss through the implementation of evidence-based interventions and ensure that those interventions respond to students' social, emotional, and academic needs and address the disproportionate impact of COVID-19 on underrepresented student subgroups. Remaining LEA funds may be used for a wide range of activities to address needs arising from the coronavirus pandemic, specifically, ARP ESSER funds may be used to develop strategies and implement public health protocols.

ESSER III
Presentation

3. It was moved by Vice President Hayes and seconded by Member Whisman to approve the Lakeside Union School District plan to use ESSER III funds in accordance with the specific requirements. Motion carried 4:0:1 (Ayes: Ferrante, Hayes, LaChappa, Whisman; Absent: Hoefer Moir).

Approve ESSER
III Plan

4. Coordinator of Educational Services, Beverly Jimenez, presented an overview of Local Control and Accountability Plan Local Indicators. She covered the California Dashboard Accountability Model; 5 local indicators; and reporting. She covered the ways we measured ourselves on the various priorities. Priority 1 measures basic conditions; Priority 2 measures implementation of State Academic Standards; Priority 3 measures parent engagement; Priority 6 measures school climate; and Priority 7 measures access to a broad course of study.

Local Indicators
Presentation

5. Human Resources Executive Director, César Morales, introduced and welcomed new classified employees.

New Classified
Employees

G. PRESENTATIONS/ACTION ITEMS (CONTINUED)

	6. Pupil Services Executive Director, Dr. Natalie Winspear, presented current COVID information. We've had 57 positive COVID cases for students and 8 positive cases for staff between September 7 – October 8, 2021. We've had 2 class closures this month versus 5 last month.	COVID Update
	7. Director Todd Owens presented an annual Maintenance, Operations, Transportation and Facilities update. He gave a thorough report on each department. The maintenance department has 10 workers and 1 admin support. They cover about 500,000 square feet of interior space and 100 acres of property. There are 20 custodians covering the same square feet and acres of property. The transportation department has 22 buses, 1 van, 19 staff members. They travel over 100,000 miles annually.	Annual MOTF Update
H.	1. At 7:20 p.m. President Ferrante opened a public hearing to receive input from the public regarding the availability of textbooks and/or instructional materials for fiscal year 2021-2022. Hearing no comments, President Ferrante closed the hearing.	Public Hearing: Textbook Availability
	2. <u>It was moved by</u> Vice President Hayes and seconded by Member Whisman to adopt Resolution No. 2022-03, determining that every pupil has sufficient textbooks or instructional materials in each of the following subjects that are consistent with the content and cycles of the curriculum, framework adopted by the State Board of Education: Mathematics; Science; History-Social Science; and Reading/Language Arts. Motion carried 4:0:1 (<u>Ayes</u> : Ferrante, Hayes, LaChappa, Whisman: <u>Absent</u> : Hoefer Moir).	Adopt Resolution No. 2022-03: Textbook Availability
	3. At 7:52 p.m. President Ferrante opened a public hearing to receive input from the public regarding the Collective Bargaining Agreement and Side Letter of Agreement with the California School Employees Association and its Chapter 240 for changes in the position of Bus Driver/Trainer/Dispatcher. Hearing no comments, President Ferrante closed the hearing.	Public Hearing: CSEA Side Letter of Agreement
	4. <u>It was moved by</u> Clerk LaChappa and seconded by Member Whisman to approve a Side Letter of Agreement with the California School Employees Association and its Chapter 240 for changes in the position of Bus Driver/Trainer/Dispatcher. Motion carried unanimously 4:0:1 (<u>Ayes</u> : Ferrante, Hayes, LaChappa, Whisman: <u>Absent</u> : Hoefer Moir).	Approve CSEA Side Letter of Agreement
	5. At 7:52 p.m., President Ferrante opened a public hearing to receive input from the public regarding the Impacts & Effects of the COVID-19 Public Health Emergency with the Lakeside Teachers Association. Hearing no comments, President Ferrante closed the hearing.	Public Hearing: LTA Impacts & Effects
	6. <u>It was moved by</u> Member Whisman and seconded by Vice President Hayes to approve a Side Letter of Agreement regarding the Impacts & Effects of the COVID-19 Public Health Emergency with the Lakeside Teachers Association. Motion carried 4:0:1 (<u>Ayes</u> : Ferrante, Hayes, LaChappa, Whisman: <u>Absent</u> : Hoefer Moir).	Approve LTA's Side Letter of Agreement
I.	1. <u>It was moved by</u> President Ferrante and seconded by Clerk LaChappa to take final action on an Employment Agreement for Assistant Superintendent with Lisa Davis. The term of the contract is from October 18, 2021 through June 30, 2024. Employment Agreement between Assistant Superintendent Lisa Davis and the Governing Board of the Lakeside Union School District for October 18, 2021, through June 30, 2024. The	Approve Employment Agreement

I. ACTION ITEMS (CONTINUED)

1. (CONTINUED) Agreement includes an annual salary of \$172,999 for 2021-2022, and the same health and welfare benefits as classified management employees. Motion carried 4:0:1 (Ayes: Ferrante, Hayes, LaChappa, Whisman; Absent: Hoefer Moir).

2. The Board discussed the options of using COVID relief funds to purchase air purifiers. Member Whisman would like to move forward with this purchase as an added protection of safety for the students. We should put a limit on the amount of money we authorize for these purifiers. Clerk LaChappa asked if these worked to clean the air and if they are in every classroom at Riverview. The effectiveness of the purifiers was discussed. Member Whisman would like to sample the air in classrooms that don't have the air purifiers.

Air Purifiers
Discussion

J. It was moved by Vice President Hayes and seconded by Member Whisman to designate all Items of Business to the consent agenda with the exception of Item 2.3 and 6.2. The motion carried unanimously to designate Items of Business 2.1, 2.2, 2.4, 2.5, 3.1, 3.2, 3.3, 3.4, 4.1, 4.2, 4.3, 4.4, 5.1, 6.1, 6.3, 7.1, 7.2, 7.3, 7.4, 7.5, 8.1, 8.2, 8.3, and 8.4 to the consent agenda.

Consent Agenda

1.1 It was moved by Clerk LaChappa and seconded by Member Whisman to adopt the following items of business:

Items of
Business

1.2 There was no discussion on items.

Discussion

SUPERINTENDENT

2.1 A motion to adopt the regular board meeting of September 9, 2021; and the special board meeting of September 29, 2021.

Adopt Minutes

2.2 A motion to adopt Resolution No. 2022-04, declaring the week of October 25-29, 2021 as Red Ribbon Week in the Lakeside Union School District. The District encourages the community to participate in drug prevention education activities, making a visible statement that we are firmly committed to a drug free, tobacco and alcohol abuse free community.

Adopt Resolution
No. 2022-04

2.4 A motion to adopt Resolution No. 2022-06, designating César Morales as the Chief Negotiator for negotiations with the California School Employees Association and its Chapter 240.

Adopt Resolution
No. 2022-06

2.5 A motion to adopt Resolution No. 2022-07, designating César Morales as the Chief Negotiator for negotiations with the Lakeside Teachers Association.

Adopt Resolution
No. 2022-07

HUMAN RESOURCES

3.1 A motion to adopt Personnel Assignment Order No. 2022-05.

Adopt PAO

3.2 A motion to approve a job description for Bus Driver/Trainer/Dispatcher, Range 29.

Approve Job
Description

3.3 A motion to approve a Short-Term Employment Agreement with Samantha Orahood to serve as the Interim Director of Finance from September 20 through October 31, 2021.

Approve Short-
Term Emp
Agreement

J. HUMAN RESOURCES (CONTINUED)

- 3.4 A motion to approve a Short-Term Employment Agreement with Shannon Johnston to serve as the Assistant Superintendent of Business from September 20 through October 31, 2021.

Approve Short-Term Emp Agreement

BUSINESS SERVICES

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

Approve Business Reports

- 4.2 A motion to approve a revised salary schedule for substitute teachers effective November 1, 2021 through June 30, 2022.

Approve Sal Sch for Sub Teachers

- 4.3 A motion to approve/ratify the following annual contracts for the 2021-22 school year: A) Deborah A. Comiskey (LF Garden Grant); B) Currier & Hudson (Superintendent); C) Assess-APE, LLC (Special Ed); D) California School Inspections, LLC (BO); E) Roger Totah, Sierra Springs (LF); F) Marjorie Block (Special Ed); G) Sharp Rees-Stealy Medical Group (Special Ed); H) San Diego Brain Works (Special Ed); I) Thais St. Martin (Special Ed); J) Rancho Coastal Speech Therapy (Special Ed); K) Infinite Campus (Ed Services); L) San Diego County Superintendent of Schools (RV, ELA/ELD Training); and M) HopSkipDrive, Inc. (Special Ed).

Approve/Ratify Annual Contracts

- 4.4 A motion to accept the following donations to the District: A) \$1,000 from an anonymous donor to four (4) Lakeside Farms teachers; B) school supplies and gift baskets from the Woman's Club of Lakeside to Lindo Park students; C) an electronic marquee and a book vending machine from the Riverview PTSA to Riverview; D) Kleenex and backpacks from Luis and Melanie Arce to the students of Lindo Park; E) \$830 in online donations from various donors to the LMS art program; and F) \$1,185 in online donations from various donors to the LMS Agriculture program.

Accept Gifts to the District

EDUCATIONAL SERVICES

- 5.1 A motion to approve the following Interdistrict Transfer Attendance Agreements valid for five (5) years: A) Del Mar Union; B) Mt. Empire Unified; C) Poway Unified; D) Ramona Unified; E) San Dieguito Union High; F) San Marcos Unified; G) Spencer Valley; H) Vista Unified; and a one-year agreement with Chula Vista Elementary.

Approve Inter-district Transfer Attendance Agreements

PUPIL SERVICES

- 6.1 A motion to approve a Memorandum of Understanding with WestEd for the administration of the California Healthy Kids Survey (CHKS) at a cost not to exceed \$5,000.

Approve MoU with WestEd

- 6.3 A motion to approve a Settlement Agreement and General Release via mediation with the student and district attorneys at a total cost of \$41,380 (compensatory education, \$24,500; psychoeducational IEE, \$3,710; speech and language IEE, \$2,250; fine motor IEE, \$1,920; and attorney fees, \$9,000).

Approve Settlement Agreement

J. BOND

- | | |
|--|--|
| 7.1 A motion to ratify a contract with Ninyo & Moore for Geotechnical, Material Testing and Special Inspection services in support of the bond modernization and new construction program at a cost not to exceed \$350,000. | Ratify Contract with Ninyo & Moore |
| 7.2 A motion to ratify a contract with Blue Coast Consulting for Inspector of Record (IOR) services in support of the modernization of the multi-purpose building and new construction of the new gymnasium building at Tierra del Sol Middle School projects at a cost not to exceed \$100,000. | Ratify Contract with Blue Coast Consulting |
| 7.3 A motion to ratify Change Orders #11, #12, #13, #14 and #19 with SWCS, Inc. on the Tierra del Sol Middle School multi-purpose/kitchen/classroom modernization project at a total cost of \$31,232.60. | Ratify Change Orders with SWCS, Inc. |
| 7.4 A motion to approve Deductive Change Order #2 with ACE Electric for a number of items that are deemed unnecessary, performed by others, or a reduction in scope at a refund of (\$18,840.78), reducing the contract amount to \$159,857.22. | Approve Change Order with ACE Electric |
| 7.5 A motion to approve Change Orders #1 and #2 with ESR. Change Order #1 is covered under the allowance and #2 is for a number of items that are deemed unnecessary, performed by others, or a reduction in scope in the contract. The savings is (\$278,287), reducing the contract amount to \$2,413,689. | Approve Change Orders with ESR |

BOARD POLICIES, REGULATIONS, EXHIBITS & BYLAWS

- | | |
|---|-----------------|
| 8.1 A motion to adopt Board Policy 6170.1: Transitional Kindergarten. | Adopt 6170.1 |
| 8.2 A motion to adopt Board Policy and Administrative Regulation 7211: Developer Fees. | Adopt 7211 |
| 8.3 A motion to adopt Board Bylaw 9320: Meetings and Notices. | Adopt 9320 |
| 8.4 A motion to delete the following policies per the California School Boards Association: A) BP/AR 0420.1, School-Based Program Coordination; B) BP/AR 0520.3, Title I Program Improvement Districts; C) BP 1020, Youth Services; D) BP 3111, Deferred Maintenance Funds; E) BP 3517, Facilities Inspection; F) AR 3541.2, Transportation for Students with Disabilities; G) BP/AR/E 4112.24, Teacher Qualifications Under the No Child Left Behind Act; H) BP/AR 4112.61, Employment References; I) AR/E 4112.62, Maintenance of Criminal Offender Records; J) AR 4117.6, Decision Not to Rehire; K) AR 4117.4, Dismissal; L) BP 4131.1, Beginning Teacher Support/Induction; M) BP 4139, Peer Assistance and Review; N) BP 4315.1, Staff Evaluating Teachers; O) AR 5111.12, Residency Based on Parent/Guardian Employment; P) BP 5149, At-Risk Students; Q) BP 6161, Equipment, Books and Materials; and R) BP 6161.3, Toxic Art Supplies. | Delete Policies |

Motion carried 4:0:1 (Ayes: Ferrante, Hayes, LaChappa, Whisman: Absent: Hoefer Moir).

- | | |
|---|-----------------------------|
| 2.3 <u>It was unanimously moved</u> to pull Resolution No. 2022-05, authorizing virtual meetings of the Board of Trustees pursuant to AB 361 (Government Code §54953). Motion carried 4:0:1 (<u>Ayes</u> : Ferrante, Hayes, LaChappa, Whisman: <u>Absent</u> : Hoefer Moir). | Pull Resolution No. 2022-05 |
|---|-----------------------------|

J. ITEMS OF BUSINESS (CONTINUED)

- | | | |
|-----|---|------------------------------|
| 6.2 | It was <u>moved by</u> Clerk LaChappa and seconded by Member Whisman to approve a Compromise and Release Agreement with an LUSD family via resolution with the student and district attorneys (IEE, \$2,980-\$3,710; and attorney fees, \$2,000) for a total cost of \$4,980-\$5,710. Motion carried 4:0:1 (<u>Ayes</u> : Ferrante, Hayes, LaChappa, Whisman; <u>Absent</u> : Hoefer Moir). | Approve Settlement Agreement |
| K. | 1. First Reading of Board Policy, Administrative Regulation and Exhibit 1313: Civility Policy. The Board requested the policy to return next month for adoption. | BP 6170.1 |
| | 2. First Reading of Board Policy and Administrative Regulation 5141.52: Suicide Prevention. The Board requested the policy to return next month for adoption. | BP/AR 7211 |
| | 3. First Reading of Board Policy and Administrative Regulation 5145.3: Nondiscrimination/Harassment. The Board requested the policy to return next month for adoption. | BB 9320 |
| | 4. First Reading of Board Policy 5145.9: Hate-Motivated Behavior. The Board requested the policy to return next month for adoption. | |
| | 5. First Reading of Board Bylaw 9322: Agenda Meeting Materials. The Board requested the policy to return next month for adoption with minor changes. | |
| L. | Shannon Johnston reviewed the Enrollment Report for Month, ending September 17, 2021. She reported 4,511 students for the month, down 163 students from last year at this time. We are following the decline closely. | Enrollment Report |
| M. | 1A. Kerry Strong, LTA President, commented that teachers are busy with parent conferences. The change to October conferences, rather than in December, is a result of direct collaboration with district leaders and staff on the calendar committee. Teachers requested to meet with families earlier in the school year. They have had a good turnout (on Zoom) and we're off to a good start this year. She pointed out how important that this was as a result of collaboration on district practices and how important this will continue to be throughout the years. | LTA President |
| | 1B. David Myers, CSEA President, commented that he is looking forward to this next year working with the board and administration. There is a lot going on with the vaccinations and testing. He understands that this is not a district decision but a mandate from the state. He highlighted the IT department. He thanked Brian and his team and welcomed new hire Hunter Ruiz. They have done so much, to name a few: prepared and distributed over 900 Chromebooks; prepared and distributed over 1,000 iPads; updated the software in all the classrooms; pulled Ethernet wires; installed new security camera servers at the sites; and so much more. All of this with only 5 staff members. | CSEA President |
| | 2A. Shannon Johnston, Interim Assistant Superintendent, commented that it's been a fun and busy month filling in for Erin. She gave a shout out to Business services. Payroll and Benefits have processed all our new employees, and they are dealing with open enrollment now. She is proud of her team. She complimented the Tech department for all their work and the huge iPad implementation; and created single sign ons for the website and SIS implementation. She thanked Amanda and the child nutrition | Shannon Johnston |

M. REPORTS TO THE BOARD (CONTINUED)

2A. (CONTINUED) department for serving 5,100 meals per day with lunches up 23% from last year. She is working with local and organic farmers to try to make the meals that much more nutritious. She is also working with the middle school ASB's doing taste tests focus groups to get the kids input.

2B. Dr. Kim Reed, Assistant Superintendent, commented she is working collaboratively with a group of teachers building a common understanding for independent study for students who have been out more than 15 days. What can that look like that is helpful for students and be doable for teachers. She spent some time out on sites and is enjoying seeing what's happening with the Learning Loss Mitigation Teachers providing intensive target support for our students. She complimented the Ag department at LMS. Mrs. Lindt is doing a project to raise money for the program by "flocking" schools with flamingos and having them pay to have them removed. The Infinite Campus parent portal is ready to go.

Dr. Kim Reed

2C. Dr. Rhonda Taylor, Superintendent, shared a power point on the vaccination mandates that are for all public and private schools. The timing is FDA approval first and then the rulemaking process. She sent out a communication to both staff and families and commented that we will not be following in the steps of San Diego Unified. The Board does not have the authority to implement this, but the health department does. She announced that there is a social media push for a school sit out on Monday in response to the vaccination mandate. In the letter she sent out to staff and families, she asked that they reconsider and find another way to protest. She believes parents will do what's best.

Dr. Rhonda
Taylor

N. 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 8:51 p.m.

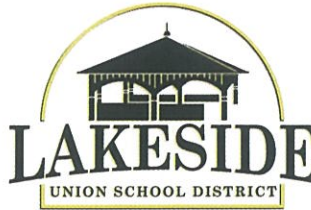
Adjournment

Rhonda L. Taylor, Ed.D.
Secretary to the Board

Bonnie LaChappa
Clerk of the Board

Administration:

RHONDA L. TAYLOR, Ed.D.
Superintendent
KIM REED, Ed.D.
Assistant Superintendent
LISA DAVIS
Assistant Superintendent



Board of Trustees:

HOLLY FERRANTE
ANDREW HAYES
LARA HOEFER MOIR
BONNIE LACHAPPA
DON WHISMAN

Minutes of the Special Meeting of the Board of Trustees

October 21, 2021

District Administration Center/Zoom

- | | |
|--|-----------------------------|
| A. The special meeting of the Lakeside Union School District Board of Trustees was called to order at 5:03 p.m. by Holly Ferrante, President, with the following members present: Andrew Hayes, Vice President; Lara Hoefer Moir, Member; and Don Whisman, Member. Also in attendance were Dr. Rhonda L. Taylor, Superintendent; Dr. Kim Reed, Assistant Superintendent; and Lisa Davis, Assistant Superintendent. Clerk Bonnie LaChappa was absent. | Call to Order |
| B. There were 5 requests to speak to the Board regarding vaccine mandates. | Public
Comments |
| C. It was moved by Vice President Hayes and seconded by Member Hoefer Moir to pull Resolution No. 2022-05, authorizing virtual meetings of the Board of Trustees pursuant to AB 361 from the agenda. Motion carried unanimously 4:0:1 (<u>Ayes</u> : Ferrante, Hayes, Hoefer Moir, Whisman; <u>Absent</u> : LaChappa). | Pulled item |
| D. The Board listened as the principals presented their 2021-2022 site goals. | Site Goals
Presentations |
| E. President Ferrante asked if there was any further business to come before the board. There being none, the president declared the special board meeting adjourned at 6:42 p.m. | Adjournment |

Rhonda L. Taylor, Ed.D.
Secretary to the Board

Bonnie LaChappa
Clerk of the Board

LAKE SIDE UNION SCHOOL DISTRICT

Governing Board Meeting Date: 11/10/21

Agenda Item:

Date for Organizational Meeting of the Governing Board

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

Per Education Code §35143 and 7200, the annual organizational meeting for 2020 must be held between December 10 and December 24, 2021 inclusive. A recommendation to set Thursday, December 16, 2021 at 6:00 p.m. in the boardroom of the District Administration Center located at 12335 Woodside Avenue in Lakeside, California as the date, time and place of the annual organizational meeting of the Board of Trustees.

Fiscal Impact (Cost):

N/A

Funding Source:

[Click here to enter text.](#)

Recommended Action:

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

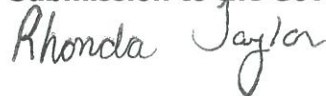
Originating Department/School: Superintendent

Submitted/Recommended By:



Lisa DeRosier, Executive Assistant

Approved for Submission to the Governing Board:



Dr. Rhonda Taylor, Superintendent

LAKESIDE UNION SCHOOL DISTRICT
BOARD OF TRUSTEES MEETING, November 10, 2021
Personnel Assignment Order – 2022-06

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
Hernandez, Haley	SDC Teacher/LEAPP	A/4	N/A	\$49,706.00	10/20/2021

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 Annual Salary	New Annual Salary	Effective Date

D. Unpaid Leave Requests:

Employee	Assignment/Location	Class/Step	Reason	Recommendation	Effective Date

E. Resignations:

Employee	Assignment/Location	Class/Step	Reason	Effective Date

F. Consent to Serve:

Employee	Assignment/Location	Recommendation	Effective Date
Lopez, Danielle	Teacher/Tierra Del Sol	Yes	8/19/2021
Messina, Kim	Teacher/Lakeside Middle	Yes	8/19/2021
Nguyen, Johnny	Teacher/Tierra Del Sol	Yes	8/19/2021
Wolitz, Austin	Teacher/Lakeside Middle	Yes	8/19/2021

G. Dismissals:

Employee	Assignment/Location	Class/Step	Effective Date

Castillo-Brown, Nancy	Pupil Services	Behavior Intervention Assistant	Student Teaching	10/15/2021
Jones, Ashley	ESS	Child Development Assistant	N/A	10/29/2021
Vidrio, Sandra	Lakeside Farms	Instructional Assistant I- Sped	Employment	10/29/2021
Waller, Jacob	Maintenance	Custodian Day	Student Teaching	10/29/2021

M. Return from unpaid leave:

Employee	Location	Position/Class/Step	Effective Date
Ridgley, Rose	Child Nutrition	Child Nutrition Asst./7/7	11/08/2021

N. Dismissals:

Employee	Location	Position	Effective Date

O. Short Term

Employee	Title	Hourly Rate	Start Date	Ending Date
Bovey, Melissa	Covid Support Clerk	\$16.62	10/18/2021	6/10/2021
Macias, Leticia	Covid Support Clerk	\$16.62	10/11/2021	6/10/2021
Macias, Wendy	Covid Support Clerk	\$16.62	10/11/2021	6/10/2021
McPhail, Michelle	Covid Support Clerk	\$16.62	10/19/2021	6/10/2021
Ramos, Ana	Covid Enrichment Instructional Assistant	\$17.92	10/12/2021	6/10/2021
Burghart, Susan	Covid Support Technician	\$17.43	9/21/2021	6/10/2021

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.

LAKESIDE UNION SCHOOL DISTRICT

Governing Board Meeting Date: November 11, 2021

Agenda Item:

Agreement for Temporary Employment for Michael Rowan

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

Interim Principal

Fiscal Impact (Cost):

N/A

Funding Source:

Recommended Action:

☐ **Informational**

☐ **Discussion**

☒ **Approval**

☐ **Denial**

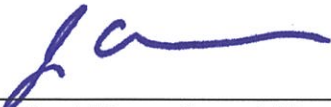
☐ **Ratification**

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

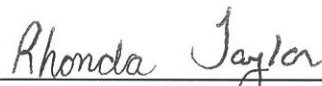
Originating Department/School: Human Resources

Submitted/Recommended By:

Approved for Submission to the Governing Board:



Principal/Department Head Signature



Dr. Rhonda Taylor, Superintendent

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.

AGREEMENT FOR TEMPORARY EMPLOYMENT
BETWEEN THE
GOVERNING BOARD OF LAKESIDE UNION SCHOOL DISTRICT AND
MICHAEL ROWAN – INTERIM PRINCIPAL

This Agreement for Temporary Employment (“Agreement”) is entered into by and between the Governing Board of the Lakeside Union School District of San Diego County, California (“Board”) and Michael Rowan (“Interim Principal”).

WHEREAS, the Principal of Lemon Crest Elementary School is on a temporary leave;
and

WHEREAS, the Board has an immediate need to assure that the duties of the Principal continue to be performed for a temporary period;

NOW THEREFORE, the Board and the Interim Principal agree to all of the terms and conditions of the temporary employment of the Interim Principal set forth below.

1. Term

The Board hereby employs the Interim Principal to temporarily perform the duties of Lemon Crest Elementary School Principal, beginning on November 1, 2021, for an indefinite term, except that this Agreement may be terminated by the Board, with or without cause, upon written notice to the Interim Principal. It is anticipated that the Interim Principal may be employed up to January 31, 2022, but this Agreement contains no promise of any kind regarding the length of employment of the Interim Principal.

2. Compensation

The Interim Principal shall receive a daily rate of five hundred three dollars and forty-eight cents (\$503.48) for each full day worked during the above term, payable on the last day of each calendar month of service. Such daily compensation shall be subject to state and federal taxes and other payroll taxes. The Interim Principal is a certificated management employee who is exempt from overtime.

3. Benefits

The Interim Principal shall receive District-paid health, dental, vision, and other fringe benefits in the same manner and subject to the same limitations as other District certificated management employees. The Interim Principal shall be covered by District insurance policies as an employee, to include workers' compensation, and shall be considered an employee for the purposes of any rights to defense and indemnification provided to public employees for acts and omissions within the scope of their employment.

4. Duties and Responsibilities

The Interim Principal shall perform the duties of a public school district principal as prescribed by the laws of the State of California. The Interim Principal shall give his best services and faithfully perform and discharge all of his duties.

5. Termination of Agreement

This Agreement may be terminated by mutual consent; for convenience by the Board at any time; for cause upon prior written notice by the Board to the Interim Principal; or for inability, incapacity, or unavailability of the Interim Principal to perform the duties of the position specified in this Agreement. Should the Board terminate this Agreement for convenience, the Interim Principal shall only receive payment for days actually worked under this Agreement.

6. Continuing Employment Rights

Upon termination of this Agreement pursuant to any of the provisions set forth in Paragraph 5, above, Interim Principal shall have the right to return to his former position with the District.

7. Provision Required By The Government Code

Regardless of the term of this Agreement or any other provision contained in it, Government Code section 53260 requires that every employment agreement include "a provision which provides that regardless of the term of the contract, if the contract is terminated, the maximum cash settlement that an employee may receive shall be an amount equal to the monthly salary multiplied by the number of months remaining on the unexpired term of the contract. However, if the unexpired term of the contract is greater than twelve months, the maximum cash settlement shall be an amount equal to the monthly salary of the employee multiplied by twelve." The intent of this provision is only to satisfy the requirements in Government Code section 53260-53264, and shall be interpreted consistently with these statutes. Should the Board terminate this Agreement for convenience, the Interim Principal shall only receive payment for days actually worked under this Agreement. If the Interim Principal is convicted of a crime involving the abuse of office or position, the Interim Principal agrees that he shall fully reimburse the District for all of the following: (1) any paid leave paid by the District pending an investigation; (2) any funds paid by the District for the legal criminal defense of the Interim Principal; and (3) any cash settlement paid to the Interim Principal related to the termination of the Interim Principal's employment. This provision expressly does not oblige the District to make any of these payments. The intent of this provision is to satisfy the requirements in Government Code sections 53243.1-53244, and shall be interpreted consistently with these statutes.

8. Miscellaneous Provisions

This Agreement contains the entire agreement and understanding between the parties. This Agreement is subject to the applicable laws of the State of California. This Agreement can be changed or modified only by a written document signed by both parties. If any term or provision of this Agreement is determined to be illegal by a court of competent jurisdiction, then such term or provision shall be severed from this Agreement, and the remaining terms and provisions shall be in

full force and effect.

9. Ratification

The Interim Principal and the Board agree that this Agreement is not binding or enforceable unless it is ratified by the Board in open session at a regular meeting of the Board.

Michael Rowan
Interim Principal

Rhonda Taylor, Ed.D.
Superintendent
Lakeside Union School District

Date: _____

Date: _____

Ratified in an open session of the Governing Board on _____.

LAKE SIDE UNION SCHOOL DISTRICT

Governing Board Meeting Date: November 10, 2021

Agenda Item:

COMMERCIAL WARRANT LISTING SHEET – for the period 10/1/21 – 10/31/21

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):

\$2,774,418.16

Funding Source:

General, Student Body, 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:



Lisa Davis, Assistant Superintendent



Dr. Rhonda Taylor, Superintendent

Reviewed by Cabinet Member _____

BOARD WARRANT REPORT

10/01/2021 - 10/31/2021

Fund	Warrant ID	Vendor Name	Payment Date	Invoice Item Description	Amount Charged to Fund
0100	14824743	ALLIANCE FOR AFRICAN ASSISTANCE	10/4/2021	V2020-038 BLANKET FOR 2021-22	373.49
0100	14824744	AMERICAN FIDELITY ADMIN. SERVICES, LLC	10/4/2021	TIME & ELIGIBILITY SVC FEE-SEP	1,260.90
0100	14824745	BEST BEST & KRIEGER	10/4/2021	BLANKET FOR FISCAL YEAR 2021-2	2,780.00
0100	14824746	COSTCO MEMBERSHIP	10/4/2021	MEMBERSHIP RENEWAL FOR 2 CARDH	120.00
0100	14824748	DANNIS WOLIVER KELLEY	10/4/2021	V2022-006 BLANKET FOR 2021-22	9,256.00
0100	14824749	DATTEL SYSTEMS INCORPORATED	10/4/2021	CORE I5 10310U/1.7 GHZ VPRO WI	5,927.24
0100	14824751	EVAN-MOOR	10/4/2021	BUILDING SPELLING SKILLS, GRAD	144.76
0100	14824755	LISTEN INNOVATION INC	10/4/2021	1 YEAR SUBSCRIPTION WITH END D	4,200.00
0100	14824757	MISSION FEDERAL CREDIT UNION	10/4/2021	CSBA.O-CSBA ANNUAL CONFERENCE	10,862.58
0100	14824758	OFFICE DEPOT, INC.	10/4/2021	BLANKET FOR 2021-22 FISCAL YEA	213.43
0100	14824759	O'REILLY AUTO PARTS	10/4/2021	BLANKET FOR FISCAL YEAR 2021-2	570.33
0100	14824762	SLP NOW, LLC	10/4/2021	13 YEARLY SLP NOW MEMBERSHIPS	2,587.00
0100	14824763	SOUTHWEST SCHOOL & OFFICE SUPPLY	10/4/2021	BLANKET FOR FISCAL YEAR 2021-2	397.96
0100	14824764	SPRINT SOLUTIONS, INC.	10/4/2021	BLANKET FOR FISCAL YEAR 2021-2	8,767.97
0100	14824765	STARFALL EDUCATION	10/4/2021	MORE-S SCHOOL MEMBERSHIP	270.00
0100	14824766	THE PRINT BUTTON	10/4/2021	BLANKET FOR FISCAL YEAR 2021-2	125.06
0100	14824767	UC SAN DIEGO HEALTH	10/4/2021	INVOICE - ACCT# 44000461813 FO	176.00
0100	14825777	ACSA	10/7/2021	DISTRICT PAID DUES - KIM REED	1,496.53
0100	14825780	AT&T	10/7/2021	BLANKET FOR FISCAL YEAR 2021-2	2,485.36
0100	14825781	ASSETWORKS RISK MANAGEMENT INC.	10/7/2021	ANNUAL FEE FOR ASSETMAXX MAIN	2,695.00
0100	14825783	CPI	10/7/2021	NONVIOLENT CRISIS INTERVENTION	2,423.30
0100	14825784	DION & SONS, INC.	10/7/2021	BLANKET FOR 2021-22 FISCAL YEA	3,422.19
0100	14825786	EYE PHONE CITY	10/7/2021	BLANKET FOR 2021-22 FISCAL YEA	1,241.28
0100	14825787	SAN DIEGO COUNTY SCHOOL FBC	10/7/2021	SD CO. SCHOOLS FBC	376.69
0100	14825788	GENERATION GENIUS, INC.	10/7/2021	SCIENCE & MATH SUBSCRIPTION FO	175.00
0100	14825789	HELIX WATER DISTRICT	10/7/2021	2021-22 BLANKET FOR FISCAL YEA	2,004.13
0100	14825790	HOUGHTON MIFFLIN HARCOURT	10/7/2021	READ 180 BLENDED LEARNING HAN	6,268.40
0100	14825791	LAKESIDE WATER DISTRICT	10/7/2021	BLANKET FOR FISCAL YEAR 2021-2	3,462.52
0100	14825792	LOWE'S	10/7/2021	BLANKET FOR 2021-22 FISCAL YEA	293.79
0100	14825793	OFFICE DEPOT, INC.	10/7/2021	BLANKET FOR 2021-22 FISCAL YEA	491.84
0100	14825794	PAYTON'S TRUE VALUE HARDWARE	10/7/2021	BLANKET FOR FISCAL YEAR 2021-2	1,930.75
0100	14825795	NCS PEARSON, INC	10/7/2021	INVOICE #15653478 TEST SCORING	10.56
0100	14825796	PITNEY BOWES INC.	10/7/2021	BLANKET FOR 2021-22 FISCAL YEA	231.20
0100	14825797	LAKESIDE UNION SCHOOL DISTRICT	10/7/2021	REVOLVING CASH FUND	4,723.29
0100	14825798	SAN DIEGO GAS & ELECTRIC	10/7/2021	2021-22 BLANKET - SITES & DEPTS	112,604.52
0100	14825799	SCHOOL SERVICES OF CA, INC	10/7/2021	COLLECTIVE BARGAINING-NEW FRON	275.00
0100	14825801	TOWER 28 CLOTHING	10/7/2021	ROYAL HOODIES	1,210.13
0100	14825802	PERSEUS ASSOCIATES/TRANS TRAKS	10/7/2021	TRANS TRAKS ANNUAL MAINTENANCE	5,085.00
0100	14825803	VEBA	10/7/2021	VEBA	5,085.00
0100	14825804	WELLS FARGO VENDOR FINANCIAL SERVICES	10/7/2021	BLANKET FOR 2021-22 FISCAL YEA	217.10
0100	14825805	MERIT J. WHITNEY	10/7/2021	TRANSPORTATION CONSULTANT FEES	1,237.50
0100	14827061	A&B SAW & LAWNMOWER SHOP	10/11/2021	BLANKET FOR FISCAL YEAR 2021-2	131.38

BOARD WARRANT REPORT

10/01/2021 - 10/31/2021

Fund	Warrant ID	Vendor Name	Payment Date	Invoice Item Description	Amount Charged to Fund
0100	14827062	ABA EDUCATION FOUNDATION	10/11/2021	V2022-051 APPLIED BEHAVIOR ANA	19,485.00
0100	14827063	AGRICULTURAL PEST CONTROL	10/11/2021	BLANKET FOR FISCAL YEAR 2021-2	420.00
0100	14827064	ALLIED REFRIGERATION INC	10/11/2021	BLANKET FOR FISCAL YEAR 2021-2	239.55
0100	14827065	ROCK AND BLOCK HARDSCAPE SUPPLY	10/11/2021	BLANKET FOR FISCAL YEAR 2021-2	29.09
0100	14827066	ASELTINE SCHOOL	10/11/2021	GONZALEZ TUITION - BLANKET FOR	8,842.86
0100	14827067	A-Z BUS SALES INC.	10/11/2021	BLANKET FOR FISCAL YEAR 2021-2	343.64
0100	14827068	BEST VALUE GLASS	10/11/2021	BLANKET FOR FISCAL YEAR 2021-2	55.00
0100	14827069	GABRIELLE BOJORQUEZ (WEINBERG)	10/11/2021	GABRIEL BOJORQUEZ (WEINBERG)	1,000.00
0100	14827070	MARY ELIZABETH BROTHERS	10/11/2021	MARY ELIZABETH BROTHERS	1,000.00
0100	14827071	ARIANNA CASAS-LARA	10/11/2021	ARIANNA CASAS-LARA	1,000.00
0100	14827072	CHULA VISTA ELECTRIC CO	10/11/2021	LV - REPAIR DAMAGED TRANSFORMER FEED	1,223.50
0100	14827073	CINTAS CORPORATION	10/11/2021	BLANKET FOR FISCAL YEAR 2021-2	1,050.18
0100	14827074	CLARK SECURITY PRODUCTS	10/11/2021	BLANKET FOR 2021-22 FISCAL YEA	685.79
0100	14827075	CED-SAN DIEGO CONSOLIDATED ELECTRIC	10/11/2021	BLANKET FOR 2021-22 FISCAL YEA	63.87
0100	14827076	NICOLE CURTIS	10/11/2021	NICOLE CURTIS	1,000.00
0100	14827077	DIXIELINE	10/11/2021	BLANKET FOR FISCAL YEAR 2021-2	56.85
0100	14827078	MORSCO SUPPLY, LLC	10/11/2021	BLANKET FOR FISCAL YEAR 2021-2	1,560.10
0100	14827079	GEARY PACIFIC SUPPLY	10/11/2021	BLANKET FOR FISCAL YEAR 2021-2	195.80
0100	14827080	GRAINGER	10/11/2021	BLANKET FOR FISCAL YEAR 2021-2	340.97
0100	14827081	HAWTHORNE RENT-IT SERVICE	10/11/2021	BLANKET FOR FISCAL YEAR 2021-2	268.16
0100	14827082	HD SUPPLY FACILITIES MAINT	10/11/2021	BLANKET FOR FISCAL YEAR 2021-2	50.43
0100	14827083	ROSALBA HERRERA	10/11/2021	ROSALBA HERRERA	1,000.00
0100	14827084	DAYNAH HOOPER-ROBLED0	10/11/2021	DAYNAH HOOPER-ROBLED0	1,000.00
0100	14827085	IMPERIAL SPRINKLER SUPPLY, INC.	10/11/2021	BLANKET FOR FISCAL YEAR 2021-2	114.25
0100	14827086	INSTITUTE FOR EFFECTIVE EDUCATION	10/11/2021	V2022-035 - EDUCATION	6,947.22
0100	14827087	JOHNSON CONTROLS US HOLDINGS LLC	10/11/2021	DESIGN & LABOR TO REPLACE END	20,632.58
0100	14827089	ANNA MARIE LOPEZ	10/11/2021	ANNA MARIE LOPEZ	1,000.00
0100	14827090	DIANNA LUU	10/11/2021	DIANNA LUU	1,000.00
0100	14827091	LYNN'S LOCKSMITH SERVICE	10/11/2021	BLANKET FOR FISCAL YEAR 2021-2	51.96
0100	14827092	MACDOUGAL-MORRIS GROUP LLC	10/11/2021	BLANKET FOR TUITION 2021-22	16,353.12
0100	14827093	CASEY MCNELLEN	10/11/2021	CASEY MCNELLEN	1,000.00
0100	14827094	MONICA MELLO	10/11/2021	MONICA MELLO	1,000.00
0100	14827095	VERLET MONTANO	10/11/2021	VERLET MONTANO	1,000.00
0100	14827096	GINA NUNEZ	10/11/2021	GINA NUNEZ	1,000.00
0100	14827097	OFFICE DEPOT, INC.	10/11/2021	BLANKET FOR FISCAL YEAR 2021-2	150.00
0100	14827098	EMILY OKERLUND	10/11/2021	EMILY OKERLUND	1,000.00
0100	14827099	BONNIE PARKER	10/11/2021	BONNIE PARKER	1,000.00
0100	14827100	PECK'S HEAVY FRICTION INC	10/11/2021	BLANKET FOR 2021-22 FISCAL YEA	207.48
0100	14827101	DELANEY PENDLETON	10/11/2021	DELANEY PENDLETON	1,000.00
0100	14827102	KELLI PLAISTED	10/11/2021	KELLI PLAISTED	1,000.00
0100	14827103	LAKE SIDE UNION SCHOOL DISTRICT	10/11/2021	REVOLVING CASH FUND	2,468.95
0100	14827104	AYMARA AHUMADA RUIZ	10/11/2021	AYMARA RUIZ	1,000.00

BOARD WARRANT REPORT
10/01/2021 - 10/31/2021

Fund	Warrant ID	Vendor Name	Payment Date	Invoice Item Description	Amount Charged to Fund
0100	14827105	MELODY SATHER	10/11/2021	MELODY SATHER	1,000.00
0100	14827106	STEIN EDUCATION CENTER	10/11/2021	GATTRELL - TUITION (BLANKET 20	14,460.16
0100	14827107	RUSSELL SIGLER, INC.	10/11/2021	BLANKET FOR FISCAL YEAR 2021-2	691.83
0100	14827108	SO CA AIR CONDITIONING SUPPLY	10/11/2021	BLANKET FOR 2021-22 FISCAL YEA	82.35
0100	14827109	SPECIALIZED THERAPY SERVICES	10/11/2021	V2022-034 THERAPY SERVICES	97.25
0100	14827110	MATTHEW SPENCER	10/11/2021	MATTHEW SPENCER	500.00
0100	14827111	LYNDSEY STRAIT (CLARK)	10/11/2021	LYNDSEY STRAIT (CLARK)	1,000.00
0100	14827112	YUAN TAYGON	10/11/2021	YUAN TAYGON	1,000.00
0100	14827113	KELSEY THOMAS	10/11/2021	KELSEY THOMAS	500.00
0100	14827114	BORDER RECAPING, LLC	10/11/2021	BLANKET FOR FISCAL YEAR 2021-2	179.41
0100	14827115	US AIR CONDITIONING DISTRIB.	10/11/2021	BLANKET FOR 2021-22 FISCAL YEA	215.60
0100	14827116	VISTA HILL FOUNDATION	10/11/2021	V2022-036 NON PUBLIC SCHOOL	21,146.00
0100	14827117	WAXIE SANITARY SUPPLY	10/11/2021	BLANKET FOR 2021-22 FISCAL YEA	16,640.70
0100	14827119	WELLNESS TOGETHER INC.	10/11/2021	V2022-025 BLANKET FOR FISCAL Y	26,732.16
0100	14827120	MERIT J. WHITNEY	10/11/2021	TRANSPORTATION CONSULTANT FEES	1,612.50
0100	14827121	ISHUAN WU	10/11/2021	ISHUAN WU	1,000.00
0100	14828133	Terry Lawrence Sanchez	10/14/2021	TERRY SANCHEZ - CONF. MILEAGE	30.46
0100	14828134	ATKINSON, ANDELSON, LOYA, RUUD AND ROMO	10/14/2021	AALRR INVOICE 68730013300076 -	199.00
0100	14828135	A&B SAW & LAWNMOWER SHOP	10/14/2021	BLANKET FOR FISCAL YEAR 2021-2	140.79
0100	14828136	ACHIEVE3000	10/14/2021	V2020-029 LAKEVIEW YEAR 3 OF 3	16,590.46
0100	14828137	ALBERTSONS	10/14/2021	BLANKET FOR 2021-22 FISCAL YEA	211.67
0100	14828138	ALLIED REFRIGERATION INC	10/14/2021	BLANKET FOR FISCAL YEAR 2021-2	65.87
0100	14828139	ASCAP	10/14/2021	MUSIC	332.06
0100	14828140	A-Z BUS SALES INC.	10/14/2021	BLANKET FOR FISCAL YEAR 2021-2	77.61
0100	14828141	CALIFORNIA ENVIRONMENTAL SOLUTIONS, INC	10/14/2021	ANNUAL OPACITY TESTING REG ED	1,266.39
0100	14828142	CDW GOVERNMENT, INC.	10/14/2021	GOOGLE CHROME EDUCATION UPGRAD	32.00
0100	14828144	CURRICULUM ASSOCIATES LLC	10/14/2021	IED III ACCESSORIES KIT WS9567	937.69
0100	14828145	DAVE BANG ASSOCIATES INC OF CA	10/14/2021	Wabash # SG106D, 6' Picnic Tab	4,907.90
0100	14828146	DEBRA DUPREE	10/14/2021	I2022-011 INVOICE NO. 2021-122	592.50
0100	14828147	DEMCO, INC.	10/14/2021	PLASTIC SLATWALL LARGE BOOK HO	218.74
0100	14828148	DEPARTMENT OF JUSTICE	10/14/2021	BLANKET FOR 2021-22 FISCAL YEA	539.00
0100	14828149	EAST PENN MFG CO	10/14/2021	BLANKET FOR FISCAL YEAR 2021-2	135.34
0100	14828150	MORSCO SUPPLY, LLC	10/14/2021	BLANKET FOR FISCAL YEAR 2021-2	95.51
0100	14828151	FRANCHISE TAX BOARD	10/14/2021	FRANCHISE TAX BOARD	262.50
0100	14828153	NO TEARS LEARNING INC.	10/14/2021	CH-18 CURSIVE HANDWRITING GRAD	136.33
0100	14828154	IMPERIAL SPRINKLER SUPPLY, INC.	10/14/2021	BLANKET FOR FISCAL YEAR 2021-2	228.43
0100	14828155	INFINISOURCE INC.	10/14/2021	PREMIUM COLLECTION: VOUCHER PR	38.93
0100	14828156	JC EDUCATIONAL SERVICES	10/14/2021	CONTRACT V2022-029 - LEADERHIP	300.00
0100	14828157	KYOCERA DOCUMENT SOLUTIONS WEST, LLC	10/14/2021	BLANKET FOR FISCAL YEAR 2021-2	4,317.91
0100	14828159	QUADIENT FINANCE USA, INC.	10/14/2021	BLANKET FOR 2021-22 60 MONTH L	1,152.73
0100	14828160	OFFICE DEPOT, INC.	10/14/2021	BLANKET FOR 2021-22 FISCAL YEA	194.51
0100	14828161	NCS PEARSON, INC	10/14/2021	BEERY VMI 6TH EDITION FULL FOR	3,058.05

BOARD WARRANT REPORT

10/01/2021 - 10/31/2021

Fund	Warrant ID	Vendor Name	Payment Date	Invoice Item Description	Amount Charged to Fund
0100	14828162	PECK'S HEAVY FRICTION INC	10/14/2021	BLANKET FOR 2021-22 FISCAL YEA	585.23
0100	14828164	RAYNE OF SAN DIEGO	10/14/2021	BLANKET FOR FISCAL YEAR 2021-2	129.00
0100	14828165	LAKESIDE UNION SCHOOL DISTRICT	10/14/2021	RCF 2122-0005	1,593.81
0100	14828166	RIVERSIDE ASSESSMENTS, LLC	10/14/2021	WOODCOCK-JOHNSON IV ORAL LANGU	410.36
0100	14828167	SAFETY-KLEEN SYSTEMS, INC.	10/14/2021	BLANKET FOR FISCAL YEAR 2021-2	700.38
0100	14828168	SCHOOL MATE	10/14/2021	STUDENT PLANNERS	660.00
0100	14828169	SCHOLASTIC INC	10/14/2021	INVOICE M7154068	2,731.01
0100	14828170	SHRED IT	10/14/2021	BLANKET FOR FISCAL YEAR 2021-2	229.15
0100	14828171	SMART & FINAL	10/14/2021	BLANKET FOR 2021-22 FISCAL YEA	455.13
0100	14828172	CAMBIUM LEARNING INC	10/14/2021	REWARDS INTERMEDIATE STUDENT B	235.38
0100	14828173	SOUTHWEST SCHOOL & OFFICE SUPPLY	10/14/2021	BLANKET FOR FISCAL YEAR 2021-2	12.28
0100	14828174	SYCAMORE LANDFILL	10/14/2021	BLANKET FOR 2021-22 FISCAL YEA	875.53
0100	14828175	LASERCYCLE USA, INC.	10/14/2021	BLANKET FOR FISCAL YEAR 2021-2	941.96
0100	14828176	THE PRINT BUTTON	10/14/2021	#10 REGULAR ENVELOPES - RETURN	381.84
0100	14828177	VERIZON WIRELESS	10/14/2021	BLANKET FOR FISCAL YEAR 2021-2	2,356.58
0100	14828178	VEX ROBOTICS, INC.	10/14/2021	VIQC PITCHING IN FULL FIELD AN	156.50
0100	14828179	WELLS FARGO VENDOR FINANCIAL SERVICES	10/14/2021	BLANKET FOR FISCAL YEAR 2021-2	586.91
0100	14828181	XEROX CORPORATION	10/14/2021	SERVICE - BLANKET FOR 2021-22	2,216.09
0100	14829485	A&B SAW & LAWNMOWER SHOP	10/18/2021	BLANKET FOR FISCAL YEAR 2021-2	28.50
0100	14829486	AAF INTERNATIONAL	10/18/2021	BLANKET FOR FISCAL YEAR 2021-2	3,210.69
0100	14829487	ALLIED REFRIGERATION INC	10/18/2021	BLANKET FOR FISCAL YEAR 2021-2	261.91
0100	14829489	AT&T	10/18/2021	BLANKET FOR FISCAL YEAR 2021-2	2,692.73
0100	14829492	CINTAS CORPORATION	10/18/2021	BLANKET FOR FISCAL YEAR 2021-2	342.54
0100	14829493	COAST MUSIC THERAPY INC.	10/18/2021	COAST MUSIC THERAPY INVOICES	312.50
0100	14829496	CURRICULUM ASSOCIATES LLC	10/18/2021	QUICK WORD HANDBOOKS BEGINNING	224.34
0100	14829497	DATEL SYSTEMS INCORPORATED	10/18/2021	ONSSI SITE SERVER-16TB STORAGE	40,325.00
0100	14829498	DIALCOM SYSTEMS GROUP, INC.	10/18/2021	BLANKET FOR 2021-22 FISCAL YEA	891.25
0100	14829499	DION & SONS, INC.	10/18/2021	BLANKET FOR FISCAL YEAR 2021-2	4,128.48
0100	14829500	EWING IRRIGATION PRODUCTS	10/18/2021	BLANKET FOR FISCAL YEAR 2021-2	25.95
0100	14829501	MORSCO SUPPLY, LLC	10/18/2021	BLANKET FOR FISCAL YEAR 2021-2	1,028.70
0100	14829505	IMPERIAL SPRINKLER SUPPLY, INC.	10/18/2021	BLANKET FOR FISCAL YEAR 2021-2	194.28
0100	14829506	INSTITUTE FOR EFFECTIVE EDUCATION	10/18/2021	V2022-035 - EDUCATION	6,947.22
0100	14829507	LEADER SERVICES	10/18/2021	INVOICE NO. CA-1103-IN - RMTS	2,000.00
0100	14829508	LEARNING UPGRADE LLC	10/18/2021	LEARNING UPGRADE SCHOOL-WIDE A	5,000.00
0100	14829510	OFFICE DEPOT, INC.	10/18/2021	BLANKET FOR FISCAL YEAR 2021-2	68.72
0100	14829511	O'REILLY AUTO PARTS	10/18/2021	BLANKET FOR FISCAL YEAR 2021-2	1,050.78
0100	14829515	NEW DIRECTIONS SOLUTIONS, LLC	10/18/2021	V2022-044 BLANKET FOR THERAPY	6,800.00
0100	14829516	PEPSI-COLA	10/18/2021	BLANKET FOR FISCAL YEAR 2021-2	156.64
0100	14829519	RADIO WORKS USA, INC.	10/18/2021	ANALOG 2-WAY RADIO, 400-470MHZ	2,424.38
0100	14829520	RO HEALTH, INC	10/18/2021	CONTRACT V2022-045	4,717.30
0100	14829521	RUPE CONSULTING SERVICES, LLC	10/18/2021	CATEGORY 1, ERATE ACTIVITY: ER	5,201.50
0100	14829522	STEIN EDUCATION CENTER	10/18/2021	GATTRELL - TUITION (BLANKET 20	11,679.36

BOARD WARRANT REPORT

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Fund	Warrant ID	Vendor Name	Payment Date	Invoice Item Description	Amount Charged to Fund
0100	14829526	THERAPY TRAVELERS, LLC.	10/18/2021	V2022-043 SPECIAL ED SERVICES	3,082.00
0100	14829527	VISTA HILL FOUNDATION	10/18/2021	V2022-036 NON PUBLIC SCHOOL	10,573.00
0100	14830710	ALBERTSONS	10/21/2021	BLANKET FOR 2021-22 FISCAL YEA	14.75
0100	14830711	ALLIED REFRIGERATION INC	10/21/2021	BLANKET FOR FISCAL YEAR 2021-2	22.25
0100	14830712	ALLIANCE FOR AFRICAN ASSISTANCE	10/21/2021	V2020-038 BLANKET FOR 2021-22	311.03
0100	14830713	AMAZON CAPITAL SERVICES, INC.	10/21/2021	BLANKET FOR FISCAL YEAR 2021-2	5,946.03
0100	14830715	ANTON'S SERVICE INC.	10/21/2021	INVOICE NO. 23561 - Removed br	1,000.00
0100	14830716	ACADEMICOGNITIVE CONNECTIONS	10/21/2021	INVOICE FOR PSYCHOEDUCATIONAL	3,710.00
0100	14830717	COAST MUSIC THERAPY INC.	10/21/2021	2021-22 MUSIC THERAPY SERVICES	437.50
0100	14830718	CURRIER & HUDSON	10/21/2021	V2022-053 - BLANKET FOR 2021-2	11,058.50
0100	14830719	DIESEL PRINT CO	10/21/2021	PORT AUTHORITY ENHANCED VISIBI	212.72
0100	14830721	EDCO DISPOSAL CORPORATION	10/21/2021	BLANKET FOR 2021-22 FISCAL YEA	3,823.90
0100	14830722	FORTUNA UNION HIGH SCHOOL DISTRICT	10/21/2021	FORTUNA UNION HS DISTRICT	175.00
0100	14830723	GRAINGER	10/21/2021	BLANKET FOR FISCAL YEAR 2021-2	472.20
0100	14830725	HAWTHORNE RENT-IT SERVICE	10/21/2021	BLANKET FOR FISCAL YEAR 2021-2	418.40
0100	14830726	HOLLY-ANN HOFF	10/21/2021	I2022-007 CONSULTANT SERVICES,	1,920.00
0100	14830729	JAMES S HUGE	10/21/2021	V2022-031 - BLANKET FOR 2020-2	3,720.00
0100	14830732	LAKESIDE WATER DISTRICT	10/21/2021	BLANKET FOR FISCAL YEAR 2021-2	3,181.79
0100	14830733	AUDREY LENT	10/21/2021	AUDREY LENT - T&C	222.81
0100	14830734	JOCELYN MCCULLOUGH	10/21/2021	V2022-049 BLANKET FOR 2021-22	1,107.68
0100	14830738	OFFICE DEPOT, INC.	10/21/2021	BLANKET FOR FISCAL YEAR 2021-2	433.92
0100	14830739	ONE STONE APPAREL INC	10/21/2021	BLANKET FOR FISCAL YEAR 2021-2	10,844.39
0100	14830740	NEW DIRECTIONS SOLUTIONS, LLC	10/21/2021	V2022-044 BLANKET FOR THERAPY	3,400.00
0100	14830742	RAYNE OF SAN DIEGO	10/21/2021	BLANKET FOR FISCAL YEAR 2021-2	33.00
0100	14830743	SANFORD AUTISM CONSULTING	10/21/2021	I2022-004 - INVOICE NO. SAC-15	1,650.00
0100	14830744	SAN DIEGO COUNTY OFFICE OF ED	10/21/2021	DIBELS BOOKLETS K-5 PRINTING	1,609.60
0100	14830745	SAN DIEGO GAS & ELECTRIC	10/21/2021	2021-22 BLANKET - LAKESIDE FAR	1,618.69
0100	14830746	SCHOLASTIC INC	10/21/2021	S ACTION	684.04
0100	14830747	SCHOOL SPECIALTY, INC	10/21/2021	EXPLODE THE CODE 1	1,251.75
0100	14830749	SMART & FINAL	10/21/2021	BLANKET FOR 2021-22 FISCAL YEA	221.81
0100	14830750	SPECIALIZED THERAPY SERVICES	10/21/2021	V2022-034 THERAPY SERVICES	840.00
0100	14830751	CA DEPT OF TAX AND FEE ADMINISTRATION	10/21/2021	DIESEL TAX 3QTR2021	26.00
0100	14830754	U.S. BANK EQUIPMENT FINANCE	10/21/2021	RV & WG - BLANKET FOR FISCAL YEAR 2	156.80
0100	14830755	WAXIE SANITARY SUPPLY	10/21/2021	BLANKET FOR 2021-22 FISCAL YEA	486.93
0100	14830756	WELLS FARGO VENDOR FINANCIAL SERVICES	10/21/2021	BLANKET FOR FISCAL YEAR 2021-2	166.64
0100	14830757	XEROX CORPORATION	10/21/2021	BLANKET FOR 7/1/2021 TO 12/31/	131.97
0100	14832102	AGRICULTURAL PEST CONTROL	10/25/2021	BLANKET FOR FISCAL YEAR 2021-2	1,290.00
0100	14832107	FERGUSON ENTERPRISES, INC	10/25/2021	10/14/21 - CHANGE ORDER TO INC	933.24
0100	14832109	LAZEL	10/25/2021	RAZ-PLUS.COM "RENEWAL" FOR 20	4,560.00
0100	14832111	MONICA QUINTAS GRIES	10/25/2021	MONICA QUINTAS GRIES	1,000.00
0100	14832113	WPS	10/25/2021	CAPS EXAMINER RECORD FORM (PAC	256.03
0100	14833084	AMAZON CAPITAL SERVICES, INC.	10/28/2021	10/5/2021 CHANGE ORDER TO ADD	3,471.63

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Fund	Warrant ID	Vendor Name	Payment Date	Invoice Item Description	Amount Charged to Fund
0100	14833089	CDW GOVERNMENT, INC.	10/28/2021	GOOGLE CHROME EDUCATION UPGRAD	1,600.00
0100	14833090	CALIFORNIA IT IN EDUCATION	10/28/2021	CITE CONFERENCE REGISTRATION F	500.00
0100	14833092	DEBORAH ANN COMISKEY	10/28/2021	Garden and Nutritional Science	1,500.00
0100	14833093	DATTEL SYSTEMS INCORPORATED	10/28/2021	LENOVO C24-20 LED MONITOR 23.8	1,043.24
0100	14833094	DIESEL PRINT CO	10/28/2021	CUSTOM FLAGS FOR HIRING	452.55
0100	14833095	DION & SONS, INC.	10/28/2021	BLANKET FOR 2021-22 FISCAL YEA	4,636.32
0100	14833101	LAKESIDE WATER DISTRICT	10/28/2021	BLANKET FOR FISCAL YEAR 2021-2	1,440.13
0100	14833102	LOWE'S	10/28/2021	BLANKET FOR FISCAL YEAR 2021-2	67.50
0100	14833103	McGRAW-HILL SCHOOL EDUCATION HOLDINGS	10/28/2021	WONDERS GRADE 5 READING/WRITIN	740.07
0100	14833104	MISSION FEDERAL CREDIT UNION	10/28/2021	AMAZON-AMAZON CLOUD HOSTING SE	12,008.38
0100	14833106	NEARPOD INC.	10/28/2021	09/21/2021 TO 09/20/2022 - NEA	4,500.00
0100	14833110	SAN DIEGO COUNTY OFFICE OF ED	10/28/2021	SDCOE TRAINING 3 SESSIONS, 2 F	1,575.00
0100	14833111	SAN DIEGO GAS & ELECTRIC	10/28/2021	2021-22 BLANKET - LINDO PARK	147,076.47
0100	14833112	SCHOOL SPECIALTY, INC	10/28/2021	9780838874035 WALL CHART & ACT	655.95
0100	14833113	RUSSELL SIGLER, INC.	10/28/2021	10/14/21 CHANGE ORDER TO INCRE	2,146.38
0100	14833114	SPARKLETTS	10/28/2021	BLANKET FOR 2021-22 FISCAL YEA	564.71
0100	14833116	SYCAMORE LANDFILL	10/28/2021	BLANKET FOR 2021-22 FISCAL YEA	543.86
0100 Total				GENERAL	811,863.34
0800	14828165	LAKESIDE UNION SCHOOL DISTRICT	10/14/2021	STUDENT BODY	789.84
0800 Total				STUDENT BODY	789.84
1200	14824757	MISSION FEDERAL CREDIT UNION	10/4/2021	THE HO-PLAYGROUND SAND	2,151.31
1200	14825797	LAKESIDE UNION SCHOOL DISTRICT	10/7/2021	REVOLVING CASH FUND	1,340.62
1200	14825798	SAN DIEGO GAS & ELECTRIC	10/7/2021	2021-22 BLANKET - FUND 1200	1,359.24
1200	14828137	ALBERTSONS	10/14/2021	BLANKET FOR 2021-22 FISCAL YEA	334.69
1200	14828165	LAKESIDE UNION SCHOOL DISTRICT	10/14/2021	RCF 2122-0005	3,529.31
1200	14828171	SMART & FINAL	10/14/2021	BLANKET FOR 2021-22 FISCAL YEA	319.16
1200	14828179	WELLS FARGO VENDOR FINANCIAL SERVICES	10/14/2021	2021-22 BLANKET FOR KYOCERA CO	106.82
1200	14830721	EDCO DISPOSAL CORPORATION	10/21/2021	BLANKET FOR 2021-22 FISCAL YEA	105.85
1200	14830731	KYOCERA DOCUMENT SOLUTIONS WEST, LLC	10/21/2021	ESS FUND 1200 & PRE-K BLANKET	69.76
1200	14833095	DION & SONS, INC.	10/28/2021	BLANKET FOR 2021-22 FISCAL YEA	116.67
1200	14833104	MISSION FEDERAL CREDIT UNION	10/28/2021	CORODA-DOCUMENT SHREDDING	1,059.67
1200	14833111	SAN DIEGO GAS & ELECTRIC	10/28/2021	2021-22 BLANKET - FUND 1200	1,397.09
1200	14833114	SPARKLETTS	10/28/2021	9/1/-2021 CHANGE ORDER TP ADD	126.34
1200 Total				CHILD DEVELOPMENT	12,016.53
1300	14824750	DOMINO'S PIZZA	10/4/2021	BLANKET FOR FISCAL YEAR 2021-2	14,271.84
1300	14824756	dba HEARTLAND SCHOOL SOLUTIONS	10/4/2021	HSS 0479 FOH CEP 08/01/2021 -	6,577.50
1300	14824757	MISSION FEDERAL CREDIT UNION	10/4/2021	EINSTE-BAGELS, CREAM CHEESE AN	508.29
1300	14825780	AT&T	10/7/2021	BLANKET FOR FISCAL YEAR 2021-2	15.65
1300	14825784	DION & SONS, INC.	10/7/2021	BLANKET FOR FISCAL YEAR 2021-2	372.14
1300	14825797	LAKESIDE UNION SCHOOL DISTRICT	10/7/2021	REVOLVING CASH FUND	156.53
1300	14825800	TEMPERATURE DESIGN REFRIGERATION	10/7/2021	REFRIGERATOR REPAIR CHARGES	752.65
1300	14827073	CINTAS CORPORATION	10/11/2021	BLANKET FOR FISCAL YEAR 2021-2	178.98

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Fund	Warrant ID	Vendor Name	Payment Date	Invoice Item Description	Amount Charged to Fund
1300	14828171	SMART & FINAL	10/14/2021	BLANKET FOR FISCAL YEAR 2021-2	51.04
1300	14828177	VERIZON WIRELESS	10/14/2021	BLANKET FOR FISCAL YEAR 2021-2	49.99
1300	14828181	XEROX CORPORATION	10/14/2021	BLANKET FOR FISCAL YEAR 2021-2	25.11
1300	14829488	GHAZAL & SONS INC.	10/18/2021	BLANKET FOR FISCAL YEAR 2021-2	1,401.78
1300	14829489	AT&T	10/18/2021	BLANKET FOR FISCAL YEAR 2021-2	15.65
1300	14829491	CALIFORNIA DEPT OF EDUCATION	10/18/2021	BLANKET FOR FISCAL YEAR 2021-2	934.80
1300	14829492	CINTAS CORPORATION	10/18/2021	BLANKET FOR FISCAL YEAR 2021-2	59.66
1300	14829494	COUNTY BURNER & MACHINERY CORP	10/18/2021	JOB #43385 - FIRE UP - LABOR	480.00
1300	14829495	CULLIGAN	10/18/2021	BLANKET FOR FISCAL YEAR 2021-2	51.13
1300	14829499	DION & SONS, INC.	10/18/2021	BLANKET FOR FISCAL YEAR 2021-2	347.22
1300	14829502	GOLD STAR FOODS INC	10/18/2021	BLANKET FOR FISCAL YEAR 2021-2	53,228.68
1300	14829513	P&R PAPER SUPPLY COMPANY, INC.	10/18/2021	BLANKET FOR FISCAL YEAR 2021-2	8,195.05
1300	14829514	INDIVIDUAL FOODSERVICE	10/18/2021	BLANKET FOR FISCAL YEAR 2021-2	82.97
1300	14829518	PRO-EDGE KNIFE	10/18/2021	BLANKET FOR FISCAL YEAR 2021-2	30.00
1300	14829524	SYSCO FOODS SERVICES	10/18/2021	BLANKET FOR FISCAL YEAR 2021-2	2,221.47
1300	14829525	TEMPERATURE DESIGN REFRIGERATION	10/18/2021	9/23/21 CHANGE ORDER REQUEST T	134.00
1300	14829528	WEBB'S RV SUPPLY	10/18/2021	BLANKET FOR FISCAL YEAR 2021-2	23.36
1300	14830708	4IMPRINT, INC.	10/21/2021	HATS FOR UNIFORMS	1,796.81
1300	14830720	ECOLAB FOOD SAFETY SPECIALTIES	10/21/2021	VISUAL COMPLIANCE SYSTEM 3 QT.	341.02
1300	14830728	TAKKT AMERICA HOLDING INC	10/21/2021	DISHER #4, 8 OZ, ORANGE, STAND	274.09
1300	14830730	K GRAPHICS POSTERS	10/21/2021	ICE CREAM POSTERS	734.00
1300	14832104	BAK-RE-PAIR, INC.	10/25/2021	LABOR FOR OVEN REPAIR	263.50
1300	14832105	CHEMSEARCH	10/25/2021	INVOICE NO. 7513558 - CHEMSEAR	440.43
1300	14832106	COUNTY BURNER & MACHINERY CORP	10/25/2021	REMOVE AND CLEAN PILOT ASSY.	262.50
1300	14832108	GALASSO'S BAKERY	10/25/2021	WHITE WHOLE WHEAT 4 IN HAMBURG	128.10
1300	14832110	dba HEARTLAND SCHOOL SOLUTIONS	10/25/2021	SAAS: MYSCHOOLAPPS ONLINE SUBS	6,591.00
1300	14832112	SYSCO FOODS SERVICES	10/25/2021	BLANKET FOR FISCAL YEAR 2021-2	1,490.59
1300	14833088	CALIFORNIA DEPT OF EDUCATION	10/28/2021	BLANKET FOR FISCAL YEAR 2021-2	1,322.40
1300	14833095	DION & SONS, INC.	10/28/2021	BLANKET FOR FISCAL YEAR 2021-2	346.78
1300	14833097	GARCIA'S PUEBLA MERCADO	10/28/2021	BLANKET FOR FISCAL YEAR 2021-2	304.50
1300	14833099	HOLLANDIA DAIRY	10/28/2021	BLANKET FOR FISCAL YEAR 2021-2	21,850.06
1300	14833104	MISSION FEDERAL CREDIT UNION	10/28/2021	WWW CO-BREAKFAST FOOD	452.01
1300	14833108	PAYTON'S TRUE VALUE HARDWARE	10/28/2021	BLANKET FOR FISCAL YEAR 2021-2	34.43
1300 Total				CAFETERIA	126,797.71
2139	14824754	JOHNSTON TRACTOR, INC.	10/4/2021	BLANKET PO FOR SITE WORK ON TH	130,661.97
2139	14824757	MISSION FEDERAL CREDIT UNION	10/4/2021	THE HO-BOND PROJECT-LINDO PARK	664.53
2139	14828143	COLBI TECHNOLOGIES, INC.	10/14/2021	COLBI TECHNOLOGIES	5,376.25
2139	14829523	SOUTHWEST CONSTRUCTION SERVICES	10/18/2021	BLANKET PURCHASE ORDER FOR LAK	176,573.74
2139	14830709	ACE ELECTRIC, INC.	10/21/2021	BLANKET FOR ELECTRICAL ON THE	14,822.00
2139	14830724	MGT OF AMERICA, LLC	10/21/2021	BLANKET FOR FISCAL YEAR 2021-2	6,600.00
2139	14830727	HP INSPECTIONS, INC.	10/21/2021	HP INSPECTIONS	740.00
2139	14830735	NATIONAL CONSTRUCTION RENTALS, INC.	10/21/2021	2ND WEEKLY SERVICE ON 8-STATIO	4,800.00

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Fund	Warrant ID	Vendor Name	Payment Date	Invoice Item Description	Amount Charged to Fund
2139	14830736	NEXON CORPORATION	10/21/2021	BLANKET FOR LINDO PARK ELEMENT	93,892.00
2139	14830737	NINYO & MOORE	10/21/2021	TIERRA DEL SOL MULTI-PURPOSE R	4,803.00
2139	14830752	SOUTHWEST CONSTRUCTION SERVICES	10/21/2021	BLANKET PURCHASE ORDER FOR LAK	362,176.43
2139	14833083	ALPHA STUDIO DESIGN GROUP	10/28/2021	BLANKET PURCHASE ORDER FOR LAK	4,507.50
2139	14833085	BALFOUR BEATTY CONSTRUCTION LLC	10/28/2021	BLANKET PURCHASE ORDER FOR CM	116,754.36
2139	14833086	BLUE COAST CONSULTING	10/28/2021	BLANKET PURCHASE ORDER FOR DSA	17,640.00
2139	14833096	ESR CONSTRUCTION INC.	10/28/2021	BLANKET FOR INSTALLATION OF TI	442,405.10
2139	14833098	MGT OF AMERICA, LLC	10/28/2021	BLANKET FOR FISCAL YEAR 2021-2	6,600.00
2139	14833100	JOHNSTON TRACTOR, INC.	10/28/2021	BLANKET PO FOR SITE WORK ON TH	56,622.54
2139	14833105	NEXGEN BUILDING GROUP, INC.	10/28/2021	MODERNIZATION MULTI-PURPOSE RO	240,306.01
2139	14833107	NINYO & MOORE	10/28/2021	BLANKET FOR TIERRA DEL SOL GYM	26,716.00
2139	14833109	QUALITY CONTROL CONSULTANTS, INC.	10/28/2021	BLANKET PO FOR LAKESIDE FARMS	26,784.00
2139	14833115	SOUTHWEST CONSTRUCTION SERVICES	10/28/2021	BLANKET FOR FOR FINISHES ON TH	11,028.36
2139 Total				BOND	1,750,473.79
2519	14830724	MGT OF AMERICA, LLC	10/21/2021	BLANKET FOR FISCAL YEAR 2021-2	13,200.00
2519 Total				CAPITAL FACILITIES	13,200.00
6200	001219	LEXIA LEARNING SYSTEMS LLC	10/27/2021	LEXIA LEARNING	3,630.00
6200	14824752	FRANKLIN COVEY	10/4/2021	FRANKLIN COVEY	3,482.56
6200	14825778	AMAZON CAPITAL SERVICES, INC.	10/7/2021	AMAZON - BARONA	3,298.96
6200	14825785	ESGI	10/7/2021	ESGI	225.00
6200	14827088	BUDGET BLINDS OF CHULA VISTA	10/11/2021	BUDGET BLINDS OF CHULA VISTA	8,181.61
6200	14829517	PROCOPIO CORY HARGREAVES	10/18/2021	PROCOPIO	1,963.50
6200	14830748	SAN DIEGO ASPHALT RECYCLING CENTER, INC.	10/21/2021	SD ASPHALT & RECYCLING CTR	3,886.72
6200	14830753	U.S. BANK CORPORATE PYMT SYS	10/21/2021	U.S. BANK - CREDIT CARD	2,382.39
6200	14832103	AMAZON CAPITAL SERVICES, INC.	10/25/2021	AMAZON - BARONA	681.73
6200	14833082	DOCUMENT TRACKING SERVICES	10/28/2021	DOCUMENT TRACKING SVCS.	395.00
6200 Total				BARONA CHARTER	28,127.47
6201	14824747	COX COMMUNICATIONS	10/4/2021	BLANKET FOR FISCAL YEAR 2021-2	990.00
6201	14824753	CARTY WEB STRATEGIES, INC.	10/4/2021	BASIC ATHLETIC CLEARANCE 08/20	895.00
6201	14824761	PERFECTION LEARNING	10/4/2021	T1277B1 VOCABU LIT GRADE 9	2,273.25
6201	14825780	AT&T	10/7/2021	MONTHLY PHONE CHARGES	80.77
6201	14825782	CALIFORNIA COAST CREDIT UNION	10/7/2021	CALIFORNIA COAST	1,227.14
6201	14825798	SAN DIEGO GAS & ELECTRIC	10/7/2021	MONTHLY UTILITY CHARGES	6,178.74
6201	14825806	YOUNG, MINNEY & CORR LLP	10/7/2021	BLANKET FOR FISCAL YEAR 2021-2	657.00
6201	14828152	FRONTIER CONFERENCE ATHLETIC ASSOCIATION	10/14/2021	2021-2022 FRONTIER CONFERENCE	950.00
6201	14828163	POWERSCHOOL GROUP, LLC	10/14/2021	NAVUIANCE EDOCS FOR THE HIGH S	2,315.00
6201	14828180	XEROX FINANCIAL SERVICES, LLC	10/14/2021	BLANKET FOR FISCAL YEAR 2021-2	1,402.04
6201	14828182	YOUNG, MINNEY & CORR LLP	10/14/2021	BLANKET FOR FISCAL YEAR 2021-2	863.50
6201	14829489	AT&T	10/18/2021	MONTHLY PHONE CHARGES	88.64
6201	14829490	BRIGHAM YOUNG UNIVERSITY	10/18/2021	HSS ENROLLMENT ALLISON HAMILTO	1,800.00
6201	14829509	MRC	10/18/2021	CONTRACT OVERAGE CHARGE	5,445.03
6201	14830721	EDCO DISPOSAL CORPORATION	10/21/2021	MONTHLY DISPOSAL CHARGES	201.36

BOARD WARRANT REPORT
10/01/2021 - 10/31/2021

Fund	Warrant ID	Vendor Name	Payment Date	Invoice Item Description	Amount Charged to Fund
6201	14830741	PERFECTION LEARNING	10/21/2021	T4861B ADVANCED PLACEMENT ENGL	1,202.32
6201	14830755	WAXIE SANITARY SUPPLY	10/21/2021	BLANKET FOR SCHOOL YEAR 2021-2	152.22
6201	14833087	BRIGHAM YOUNG UNIVERSITY	10/28/2021	OPEN PURCHASE ORDER FOR THE SY	75.00
6201	14833091	COX COMMUNICATIONS	10/28/2021	BLANKET FOR FISCAL YEAR 2021-2	990.00
6201	14833111	SAN DIEGO GAS & ELECTRIC	10/28/2021	MONTHLY UTILITY CHARGES	3,163.08
6201	14833114	SPARKLETTS	10/28/2021	MONTHLY BOTTLED WATER AND SVC CHGS	199.39
6201 Total				RIVER VALLEY CHARTER	31,149.48
GRAND TOTAL					\$ 2,774,418.16

LAKE SIDE UNION SCHOOL DISTRICT

Governing Board Meeting Date: November 10, 2021

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):

\$12,149.01

Funding Source:

GENERAL FUND, DONATION ACCOUNTS, ETC.

Addresses Emphasis Goal(s):

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

Recommended Action:

- | | |
|---|--|
| <input type="checkbox"/> Informational | <input type="checkbox"/> Denial/Rejection |
| <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: Business Services

Submitted/Recommended By:

Approved for Submission to the Governing Board:



Lisa Davis, Assistant Superintendent



Dr. Rhonda Taylor, Superintendent

Reviewed by Cabinet Member _____

Lakeside Union School District
Revolving Cash Register
October 2021

Date	Num	Name	Memo/Description	Amount
10/01/2021	39438	Leonard Correia	Notebooks, Jingle Bells, Post-Its, Coins, Binder Clips, Apple Barrels, Teal Bins, File Folders.	-212.15
10/01/2021	39439	John Dungan	Target - Screen Protector For Teacher iPad.	-59.25
10/01/2021	39440	Kip Frazer	\$ Tree, Walmart, 99 Cent Only - Flash Cards, Book Bins, El Lab Materials.	-92.59
10/01/2021	39441	Laurie Gallamore	Walmart, TPT, Target - Student Supplies - Binders, Dividers, Notebooks, Push Pins, Hand Sanitizer, Planner, Apple Man Craftivity, One Fab Sub Binder Editable, What Does A Scientist Do? Color Posters Real Photos.	-88.83
10/01/2021	39442	PJ Gilchrist	TPT Math Curriculum - Adding 3 Digit Numbers Worksheets, Rounding, Addition, Subtraction, Multiples of 10, Addition and Subtraction Worksheets Distance Learning.	-13.71
10/01/2021	39443	Daynah Hooper-Robledo	Colored Pencils, Glue, Wood Skewers, (50) Colored Pencils, (20) Broad Tip Markers.	-117.82
10/01/2021	39444	Jason Justeson	Big 5 Rope, Office Depot Sharpie, Full Adhesive Post-It, Alan Music Center Books.	-51.23
10/01/2021	39445	Kim Messina	Aptitude & Adrenaline Screen Prints - LMS Dance Screen Print, Notebooks For Student, T-shirts & Tanks To Screen.	-1,328.07
10/01/2021	39446	Sydney Morehouse	Walmart - Magnets, Paper, Paint, Tape, Playdough, Crayons, Glue Sticks, Erasers.	-171.80
10/01/2021	39447	Georgina Perez	Walmart & Target - Erasers, Labels, Glue, Sheet Protectors, Glue Sticks, Permanent Marker, Pencils, Nametags, Pocket Charts, Sentence Strips, Small Bins, Poly Folders.	-225.10
10/01/2021	39448	Lindsay Vildibill	(4) Sticks, (2) Alto Sax Reeds, (2) Bb Clarinet Reeds..	-108.40
10/04/2021	39449	Michael Angeles	September 2021 Payroll - August 2021 Time Did Not Process.	-297.37
10/04/2021	39450	Mariah Fielden	September 2021 Payroll - August 2021 Time That Did Not Process.	-812.60
10/05/2021	39451	Patricia Gatzman	September 2021 Payroll - ACH Account Closed Prior To Payroll.	-550.47
10/07/2021	39452	Andres Meza	September 2021 Payroll - August 2021 Pay Did Not Process/Slot AD003 Has No Funding.	-1,006.47
10/08/2021	39453	Jennifer Piro	Tech INV 731 Refund	-20.00
10/06/2021	39454	Sasha Elbaz	IDEL Essential Workshop	-89.00
10/08/2021	39455	Anna K. Cerda	Refund Of G. Rivas' School Bus Fees.	-99.00
10/08/2021	39456	Bridget Gambardella	Sprouts - Breakfast For Students & Scholastic - My Big World.	-182.06
10/08/2021	39457	Daynah Hooper-Robledo	Classroom Organizer, Brown Paint, Watercolor, Refill Pens, Light Tracer, Paint.	-213.97
10/08/2021	39458	Kelli Morrissey	Cookies & Cookie Decorations	-17.95
10/08/2021	39459	Lauren Munzenmaier	Refund Of B. and N. Munzenmaier's School Lunch Accounts.	-89.50
10/08/2021	39460	Jerred Murphy	Costco - Cups, Wipes, Plates, Baggies, Cleaning Supplies, Storage Containers, Batteries.	-1,087.09
10/08/2021	39461	Monique Rappleyea	Classroom Supplies - 5.5 Cups, Folders, DropCloth, Laminations Online, Buy Hook and Loop.com.	-334.22
10/08/2021	39462	Lisa Reynolds	Classroom Supplies - Notebooks, Clothespins, Ticket, Laminating Pouches, Posters, Wobble Cushions, Classroom Decor, Math Mystery.	-137.13
10/08/2021	39463	Jessica Stroman	Target, Hobby Lobby, \$ Tree, Walmart, Lakeshore Learning - Classroom Supplies - Dining Bowls & Plates, Filler Paper.	-294.80
10/08/2021	39464	Elizabeth Upchurch	Walmart & \$ Tree - Teacher & Classroom Supplies - Notebooks, Paper Folders, Ink Pads, Bubble Wands, Pencils.	-73.01
10/08/2021	39465	Jen Werdick	Refund Of D. & K. Werdick's School Lunch Accounts.	-112.00
10/08/2021	39466	Meghan O'brien	Refund Of S. Fishbeck's ESS Fees For LMS.	-150.00
10/11/2021	39467	Amber Hall	Audrey & Chance Lunch Acct Balance	-21.00
10/14/2021	39468	Neftali Buenrostro	Mario & Sebastian Hernandez ESS Refund	-418.00
10/18/2021	39469	Andres Meza	October 2021 Payroll - September 2021 Pay Did Not Process/Slot AD003 Has No Funding.	-2,313.42
10/21/2021	39470	Paola Wallace Altamirano Araiza	VOID: Refund Of E. Wallace ESS Fees For Winter Gardens.	0.00
10/25/2021	39471	Paola Altamirano Araiza	Refund Of E. Wallace ESS Fees For Winter Gardens.	-100.00
10/26/2021	39472	California Department of Tax and Fee Administration	Account Number: 025-604346 Period End Date: 30-Sep-2021 Sales and Use Tax	-971.00
10/28/2021	39473	Maria Rosa	Refund Of ESS Fees For E. & J. Recarte.	-190.00
				-\$ 12,149.01

LAKE SIDE UNION SCHOOL DISTRICT

Governing Board Meeting Date: November 10, 2021

Agenda Item:

Ratification of Purchase Orders and Change Orders Listing (October 1, 2021 to October 31, 2021)

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, October 1, 2021 to October 31, 2021.

Fiscal Impact (Cost):

Purchase Orders: \$415,789.28

Change Orders: \$134,998.84

Funding Source:

(01) General Fund Total: \$418,904.37, (12) Child Development Fund Total: \$1,545, (13) Child Nutrition Fund Total: \$(30,537.89), (2139) Bond Fund Total: \$160,876.64.

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:



Lisa Davis, Assistant Supt. Business



Dr. Rhonda Taylor, Superintendent

Reviewed by Cabinet Member _____

OCTOBER 2021 PURCHASE ORDERS

PO No.	Supplier	PO Ref	Fund	Site/Dept	Total
0000007433	TOWER 28 CLOTHING	THISRTS & HOODIES	0100	EUC HILLS	\$ 1,204.53
0000007435	SAN DIEGO COUNTY OFFICE OF ED	V2022-055 TEACHER WORKSHOPS-RV	0100	RIVERVIEW	\$ 1,575.00
0000007436	CURRICULUM ASSOCIATES LLC	HANDBOOKS - LF	0100	LAKESIDE FARMS	\$ 224.35
0000007438	RIFTON EQUIPMENT	HI-LO ACTIVITY CHAIR - SPED	0100	SPED	\$ 4,081.05
0000007439	RADIO WORKS USA, INC.	TWO WAY RADIOS - LC	0100	LEMONCREST	\$ 2,424.38
0000007440	THERAPY TRAVELERS, LLC.	V2022-043 NPS - SPED	0100	SPED	\$ 50,000.00
0000007441	SPECIALIZED THERAPY SERVICES	V2022-034 THERAPY SVCS - SPED	0100	SPED	\$ 6,000.00
0000007442	COAST MUSIC THERAPY INC.	V2022-028 MUSIC THERAPY-SPED	0100	SPED	\$ 2,800.00
0000007443	EDGENUITY INC.	EL ED TRADEBOOKS - LC	0100	LEMONCREST	\$ 9,616.69
0000007447	SCHOLASTIC INC	SCHOLASTIC - LMS	0100	LAKESIDE MIDDLE	\$ 737.06
0000007448	ANYTHING GOES PROMOTIONS	SILK JACKETS - LMS	0100	LAKESIDE MIDDLE	\$ 2,938.35
0000007449	DIESEL PRINT CO	SHIRTS FOR CHOIR - LMS	0100	LAKESIDE MIDDLE	\$ 384.59
0000007450	INFINISOURCE INC.	BENEFIT SERVICES - BUS SVCS	0100	BUSINESS SERVICES	\$ 38.93
0000007452	GOPHER SPORT	PHYSICAL ED ITEMS - LV	0100	LAKEVIEW	\$ 240.28
0000007453	NCS PEARSON, INC	ONLINE SCORING - SPED	0100	SPED	\$ 10.43
0000007454	ATKINSON, ANDELSON, LOYA, RUUD AND ROMO	SEC 504 TRAINING - PUP SVCS	0100	PUPIL SERVICES	\$ 199.00
0000007455	DEBRA DUPREE	I2022-011 - HR	0100	PERSONNEL SERVICES	\$ 592.50
0000007459	COAST MUSIC THERAPY INC.	V2021-028 MUSIC THERAPY - SPED	0100	SPED	\$ 250.00
0000007460	DAVE BANG ASSOCIATES INC OF CA	6 PICNIC TABLES	0100	BUSINESS SERVICES	\$ 4,907.90
0000007461	JAMES S HUGE	V2022-031 SUPT COACHING-SUPT	0100	SUPERINTENDENT	\$ 10,000.00
0000007462	RUPE CONSULTING SERVICES, LLC	V2022-008 ERATE CONSULTANT-BUS	0100	BUSINESS SERVICES	\$ 14,000.00
0000007464	CDW GOVERNMENT, INC.	GOOGLE CHROME UPGRADE-TECH	0100	INFORMATION TECHNOLOGY	\$ 1,600.00
0000007465	DATTEL SYSTEMS INCORPORATED	5 MONITORS - TECH	0100	INFORMATION TECHNOLOGY	\$ 1,043.24
0000007466	SCHOOL SPECIALTY, INC	EXPLODE THE CODE - ED SVCS	0100	EDUCATIONAL SERVICES	\$ 120.46
0000007467	LEADER SERVICES	V2022-005 SMAA CONSULTANT-BUS	0100	BUSINESS SERVICES	\$ 8,000.00
0000007468	DATTEL SYSTEMS INCORPORATED	FIX PO 7132	0100	INFORMATION TECHNOLOGY	\$ 40,325.00
0000007469	ANTON'S SERVICE INC.	TREE SERVICE AT LP - MAINT	0100	MAINTENANCE/OPERATIONS	\$ 1,000.00
0000007471	EVERYDAY SPEECH LLC	SPEECH LICENSE SUBS. - SPED	0100	SPED	\$ 1,889.93
0000007472	DIESEL PRINT CO	HIRING FLAGS - HR	0100	PERSONNEL SERVICES	\$ 452.55
0000007473	CALIFORNIA IT IN EDUCATION	CITE CONFERENCE - TECH	0100	INFORMATION TECHNOLOGY	\$ 500.00
0000007474	SCHOOL SERVICES OF CA, INC	WORKSHOP - BUS SVCS	0100	BUSINESS SERVICES	\$ 260.00
0000007475	BURBANK YOUTH VOCAL ARTS FOUNDATIONS	CHORUS REG FEES - LMS	0100	LAKESIDE MIDDLE	\$ 525.00
0000007476	EXPLORE LEARNING LLC	SOFTWARE - LP	0100	LINDO PARK	\$ 9,677.25
0000007477	MCGRAW-HILL	CURRICULUM - ED SVCS	0100	EDUCATIONAL SERVICES	\$ 10,078.54
0000007478	CRYSTAL Y. SANFORD	I2022-004 AUTISM CONSULTING	0100	SPED	\$ 1,650.00
0000007479	HOLLY-ANN HOFF	I2022-007 IEE SERVICES - SPED	0100	SPED	\$ 1,920.00
0000007480	NADIA BRAUN	I2022-006 IEE SERVICES - SPED	0100	SPED	\$ 3,710.00
0000007481	PEAR DECK, INC.	YR 3 - ED SERVICES	0100	EDUCATIONAL SERVICES	\$ 12,838.13
0000007482	LEARNING A-Z	SOFTWARE - RV & WG	0100	RIVERVIEW	\$ 4,560.00
0000007490	NEARPOD INC.	SOFTWARE - RV	0100	RIVERVIEW	\$ 4,500.00
0000007492	DEBORAH ANN COMISKEY	Sage Garden Grant	0100	LAKESIDE FARMS	\$ 15,000.00
0000007493	DON JOHNSTON INC.	SNAP & READ	0100	SPED	\$ 1,582.63
0000007496	AMERICAN FIDELITY ADMIN. SERVICES, LLC	ACA REPORTING	0100	BUSINESS SERVICES	\$ 1,260.90
0000007497	BRAIN POP	LF - ONLINE CURRICULUM	0100	LAKESIDE FARMS	\$ 3,501.88

OCTOBER 2021 PURCHASE ORDERS

PO No.	Supplier	PO Ref	Fund	Site/Dept	Total
0000007498	BOB STALL CHEVROLET	OPEN PO - TRANS	0100	PUPIL TRANSPORTATION	\$ 1,000.00
0000007503	DATEL SYSTEMS INCORPORATED	SQ-318575 - LENOVO HR	0100	PERSONNEL SERVICES	\$ 4,684.98
					\$ 243,905.53
0000007458	EVERYCHILD CA ASSOC LEADERS ADV. EARLY	TECH ASSIT CONFERENCE (3)-CH D	1200	EXTENDED STUDENT SERVICES	\$ 1,545.00
					\$ 1,545.00
0000007444	ECOLAB FOOD SAFETY SPECIALTIES	FOOD SAFETY ITEMS - CN	1300	CN	\$ 341.01
0000007446	TAKKT AMERICA HOLDING INC	DOUGH SCRAPER - CN	1300	CN	\$ 1,321.26
0000007451	TAKKT AMERICA HOLDING INC	KITCHEN ITEMS - CN	1300	CN	\$ 274.09
0000007486	HEARTLAND PAYMENT SYSTEMS, INC.	MOSAIC - CN	1300	CN	\$ 6,591.00
0000007487	BAK-RE-PAIR, INC.	OVEN REPAIRS - CN	1300	CN	\$ 263.50
0000007488	COUNTY BURNER & MACHINERY CORP	OVEN REPAIRS - CN	1300	CN	\$ 262.50
0000007489	CHEMSEARCH	WATER TREATMENT - CN	1300	CN	\$ 408.75
0000007494	DSHDD, LLC dba DAVIS FARMS	PERSIMMONS - CN			\$ 1,341.48
					\$ 9,462.11
0000007484	COLBI TECHNOLOGIES, INC.	ANNUAL RENEWAL - BOND	2139	BOND	\$ 5,250.00
0000007504	ECONOMY RESTAURANT & SUPPLY CO	BOND LP KITCHEN CC184386	2139	BOND	\$ 77,813.32
0000007505	ECONOMY RESTAURANT & SUPPLY CO	BOND LF KITCHEN CC184304	2139	BOND	\$ 77,813.32
					\$ 160,876.64

OCTOBER 2021 PURCHASE ORDERS

PO No.	Supplier	PO Ref	Fund	Site/Dept	Total
CHANGE ORDER INFORMATION					
0000007029	FERGUSON ENTERPRISES, INC	2021-22 BLANKET - MAINT	0100	MAINTENANCE/OPERATIONS	\$ 2,000.00
0000007078	RUSSELL SIGLER, INC.	2021-22 BLANKET - MAINT	0100	MAINTENANCE/OPERATIONS	\$ 5,000.00
0000007143	SAN DIEGO GAS & ELECTRIC	2021-22 BLANKET - VARIOUS	0100	VARIOUS	\$ 80,000.00
0000007174	AMAZON CAPITAL SERVICES, INC.	2021-22 BLANKET - WG	0100	WINTERGARDENS	\$ 9,400.00
0000007179	AMAZON CAPITAL SERVICES, INC.	2021-22 BLANKET - LC	0100	LEMONCREST	\$ 4,709.00
0000007218	AMAZON CAPITAL SERVICES, INC.	2021-22 BLANKET - LMS	0100	LAKESIDE MIDDLE	\$ 1,500.00
0000007219	AMAZON CAPITAL SERVICES, INC.	2021-22 BLANKET - TDS	0100	TIERRA DEL SOL	\$ 1,000.00
0000007247	ONE STONE APPAREL INC	21-22 BLANKET - TDS	0100	TIERRA DEL SOL	\$ 10,000.00
0000007274	AMAZON CAPITAL SERVICES, INC.	21-22 BLANKET FOR COVID	0100	BUSINESS SERVICES	\$ 2,000.00
0000007347	CALIFORNIA ENVIRONMENTAL SOLUTIONS, INC	ANNUAL OPACITY TESTING - TRANS	0100	PUPIL TRANSPORTATION	\$ 29.00
0000007350	MCGRAW-HILL	CURRICULUM - SPED	0100	SPED	\$ 200.84
0000007383	RO HEALTH, INC	V2022-045 - HEALTH SERVICES	0100	SCHOOL NURSE	\$ 50,000.00
0000007434	CURRICULUM ASSOCIATES LLC	SOFTWARE - RV & WG	0100	RIVERVIEW	\$ 4,560.00
0000007441	SPECIALIZED THERAPY SERVICES	V2022-034 THERAPY SVCS - SPED	0100	PSYCHOL SERV	\$ 3,600.00
0000007442	COAST MUSIC THERAPY INC.	V2022-028 MUSIC THERAPY-SPED	0100	SPED	\$ 1,000.00
					\$ 174,998.84
0000006975	GOLD STAR FOODS INC	2021-22 BLANKET - FS	1300	CN	\$ (30,000.00)
0000007042	GHAZAL & SONS INC.	2021-22 BLANKET - FS	1300	CN	\$ (5,000.00)
0000007043	PERRIN BERNARD SUPOWITZ, LLC	2021-22 BLANKET - FS	1300	CN	\$ (5,000.00)
					\$ (40,000.00)
TOTAL PURCHASE ORDERS					\$ 415,789.28
TOTAL CHANGE ORDERS					\$ 134,998.84
TOTAL PO'S AND C/O'S					\$ 550,788.12
TOTAL (01) GENERAL FUND PO's AND CO'S					\$ 418,904.37
TOTAL (12) CHILD DEVELOPMENT FUND PO's AND CO'S					\$ 1,545.00
TOTAL (13) CHILD NUTRITION FUND PO's AND CO'S					\$ (30,537.89)
TOTAL (2139) BOND FUND PO's AND CO'S					\$ 160,876.64

LAKE SIDE UNION SCHOOL DISTRICT

Governing Board Meeting Date: November 10, 2021

Agenda Item:

Ratification of P Card expenditure transactions for the month of September 2021.

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 September 2021.

Fiscal Impact (Cost):

\$13,520.06

Funding Source:

General Fund Total: \$12,008.38 Child Development Fund Total: \$1,059.67, Child Nutrition Fund Total: \$452.01

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:



Lisa Davis, Assistant Superintendent



Dr. Rhonda Taylor, Superintendent

Reviewed by Cabinet Member _____

SEPTEMBER 2021 MISSION FEDERAL P-CARD LEDGER

ACCT NAME	POST DATE	AMT	MERCHANT NAME	FIN.ACCOUNTING CODE	FIN.EXPENSE DESCRIPTION
ARNOLD,STACI	09/05/2021	\$ 331.89	COTTONWOOD NORTH INC	0100 1100000 0000 2700 5800000 368 150	REPAIR SERVICES TO CAMPUS GOLF CART
		\$ 331.89		0100 1100000 0000 2700 5800000 368 150	
ARNOLD,STACI	09/24/2021	\$ 134.97	HEGGERTY LITERACY RES	0100 0952100 1110 1000 4300000 368 150	CURRICULUM FOR IMMERSION
	09/06/2021	\$ 52.23	SAGE PUBLICATIONS	0100 0952100 1110 1000 4300000 368 150	BOOK FOR OUR COUNSELOR
	09/05/2021	\$ 260.57	HEGGERTY LITERACY RES	0100 0952100 1110 1000 4300000 368 150	CURRICULUM FOR KINDERGARTEN
		\$ 447.77		0100 0952100 1110 1000 4300000 368 150	
BEISIGL,BRIAN	09/03/2021	\$ 527.64	AMAZON WEB SERVICES	0100 0000000 0000 7700 5800000 189 730	AMAZON CLOUD HOSTING SERVICE
		\$ 527.64		0100 0000000 0000 7700 5800000 189 730	
BOWMAN,ROBYN	09/29/2021	\$ 107.69	SMART AND FINAL 929	1200-6105000-0001-1000-4300000-376-205	MISC SUPPLIES INCLUDING, SNACKS, CLEANING SUPPLIES, PAPER GOODS, ETC
	09/20/2021	\$ 198.02	SAMSClub.COM	1200-6105000-0001-1000-4300000-376-205	MISC PROGRAM ITEMS INCLUDING SNACK, PAPER GOODS, CLEANING SUPPLIES, ETC
	09/16/2021	\$ 42.46	WWW COSTCO COM	1200-6105000-0001-1000-4300000-376-205	SNACKS
	09/16/2021	\$ 35.97	WWW COSTCO COM	1200-6105000-0001-1000-4300000-376-205	SNACKS
	09/15/2021	\$ 157.29	WWW COSTCO COM	1200-6105000-0001-1000-4300000-376-205	INK CARTRIDGES
	09/14/2021	\$ 53.94	WAL-MART #2253	1200-6105000-0001-1000-4300000-376-205	ICE PACKS, HIGHLIGHTERS, GARLAND, GLUE STICKS, ETC
	09/14/2021	\$ 42.02	WAL-MART #2253	1200-6105000-0001-1000-4300000-376-205	WALKIE TALKIES
	09/14/2021	\$ 319.24	SAMSClub.COM	1200-6105000-0001-1000-4300000-376-205	SUPPLIES INCLUDING PRINTER INK, SNACK SUPPLIES, CLEANING SUPPLIES, ETC
		\$ 956.63		1200-6105000-0001-1000-4300000-376-205	
BOWMAN,ROBYN	09/03/2021	\$ 7.17	WALGREENS #11990	1200-6105000-0001-1000-4300000 376-205	INTERNET PHOTO
		\$ 7.17		1200-6105000-0001-1000-4300000 376-205	
BOWMAN,ROBYN	09/27/2021	\$ 95.87	CORODATA SHREDDING INC	1200-6105000-0001-1000-5800000-376-205	DOCUMENT SHREDDING
		\$ 95.87		1200-6105000-0001-1000-5800000-376-205	
COX,GRACE	09/24/2021	\$ 119.00	JARVIS - CONVERSION.AI	0100 1100000 0000 2700 5800000 384 190	ADVERTISING FOR SCHOOL
		\$ 119.00		0100 1100000 0000 2700 5800000 384 190	
COX,GRACE	09/22/2021	\$ 281.21	STAPLES DIRECT	0100 1100000 0000 2700 4300000 384 190	OFFICE CHAIR
		\$ 281.21		0100 1100000 0000 2700 4300000 384 190	
COX,GRACE	09/19/2021	\$ 13.99	CHICAGO BOOKS & JOURNA	0100 0952100 1110 1000 4300000 384 190	EVERYDAY MATHEMATICS FOR PARENTS UNIV OF CHICAGO SCHOOL MATHEMATICS PROJECT
		\$ 13.99		0100 0952100 1110 1000 4300000 384 190	
COX,GRACE	09/06/2021	\$ 305.41	THUNDERPOWER MEGAPHON	0100 1100000 1110 1000 4300000 190 384	4 MEGAPHONES FOR STUDENT SUPERVISION AND COMMUNICATION
		\$ 305.41		0100 1100000 1110 1000 4300000 190 384	
COX,GRACE	09/02/2021	\$ 99.00	PAYPAL *PPPCOMPANYL	0100 1100000 1100 1000 5800092 384 190	1 MANDARIN MATRIX ONLINE LICENSE
	09/01/2021	\$ 169.98	PAYPAL *ARCH PAY	0100 1100000 1110 1000 5800092 384 190	MANDARIN ONLINE TOOLS FOR THE TEACHERS
		\$ 268.98		0100 1100000 1110 1000 5800092 384 190	
DEROSIER,LISA A	09/30/2021	\$ (53.88)	LEGAL BOOKS DISTRIBUTI	0100 0000000 0000 7200 5800092 189 610	REFUND OF STUDENT DISCIPLINE AND STUDENT RECORDS EBOOKS
	09/17/2021	\$ 53.88	LEGAL BOOKS DISTRIBUTI	0100 0000000 0000 7200 5800092 189 610	STUDENT DISCIPLINE AND STUDENT RECORDS EBOOKS
	09/12/2021	\$ 370.14	EIG*CONSTANTCONTACT.CO	0100 0000000 0000 7200 5800092 189 610	CONSTANT CONTACT FOR OUR DISTRICT COMMUNICATIONS
		\$ 370.14		0100 0000000 0000 7200 5800092 189 610	
GILBERT,KELLY	09/23/2021	\$ 126.00	TIM*TIME FOR KIDS MAG	0100 1100000 1110 1000 5800092 335 130	30 PRINT AND DIGITAL COPIES OF "TIME FOR KIDS" 3-4 FOR \$4.20 EACH
	09/23/2021	\$ 74.25	TIM*TIME FOR KIDS MAG	0100 1100000 1110 1000 5800092 335 130	15 COPIES OF "TIME FOR KIDS" 5-6 FOR \$4.95 EACH
		\$ 200.25		0100 1100000 1110 1000 5800092 335 130	
GREEN,TESSA	09/23/2021	\$ 59.94	EDUCATION_COM PREMIUM	0100-0300601-1110-1000-4300000-376-170	WORK SHEETS FOR INDEPENDENT STUDIES FOR GRADE EAK-5TH
	09/01/2021	\$ 55.57	SMART AND FINAL 929	0100-0300601-1110-1000-4300000-376-170	FOOD FOR STAFF MEETING
		\$ 115.51		0100-0300601-1110-1000-4300000-376-170	
HARDIMAN,LESLIE	09/21/2021	\$ (60.00)	DISCOUNTMUGS.COM	0100 0952100 1110 1000 4300000 047 270	CREDIT FOR ITEMS NOT RECEIVED
		\$ (60.00)		0100 0952100 1110 1000 4300000 047 270	
HARDIMAN,LESLIE	09/10/2021	\$ 150.00	ROBOTEVENTS.COM	0100 0300208 1110 1000 5800076 047 270	ROBOTICS TEAM REGISTRATION
		\$ 150.00		0100 0300208 1110 1000 5800076 047 270	
HARDIMAN,LESLIE	09/09/2021	\$ 573.77	DBC*BLICK ART MATERIAL	0100 0000002 1110 1000 4300000 047270	NEW CLASSROOM SETUP (ART SUPPLIES)
		\$ 573.77		0100 0000002 1110 1000 4300000 047270	
HARDIMAN,LESLIE	09/09/2021	\$ 785.50	DBC*BLICK ART MATERIAL	0100 0300673 1110 1000 4300000 047270	NEW CLASSROOM SETUP (ART SUPPLIES)
		\$ 785.50		0100 0300673 1110 1000 4300000 047270	
KEIPER,KEITH	09/10/2021	\$ 322.83	BARNES&NOBLE.COM-BN	0100 3010000 1110 1000 4300000 092 230	REQUIRED BOOKS TO ACCOMPANY EL ED CURRICULUM

SEPTEMBER 2021 MISSION FEDERAL P-CARD LEDGER

ACCT NAME	POST DATE	AMT	MERCHANT NAME	FIN.ACCOUNTING CODE	FIN.EXPENSE DESCRIPTION
	09/10/2021	\$ 223.96	BARNES&NOBLE.COM-BN	0100 3010000 1110 1000 4300000 092 230	REQUIRED BOOKS TO ACCOMPANY EL ED CURRICULUM
	09/05/2021	\$ 645.22	BARNES&NOBLE.COM-BN	0100 3010000 1110 1000 4300000 092 230	REQUIRED BOOKS TO ACCOMPANY EL ED CURRICULUM
	09/05/2021	\$ 782.16	BARNES&NOBLE.COM-BN	0100 3010000 1110 1000 4300000 092 230	REQUIRED BOOKS TO ACCOMPANY EL ED CURRICULUM
	09/03/2021	\$ 370.40	BARNES&NOBLE.COM-BN	0100 3010000 1110 1000 4300000 092 230	REQUIRED BOOKS TO ACCOMPANY EL ED CURRICULUM
		\$ 2,344.57		0100 3010000 1110 1000 4300000 092 230	
KEIPER,KEITH	09/02/2021	\$ 100.00	PAYPAL *EL EDUCAT	0100 3010000 1110 1000 5200010 092 230	EL ED CURRICULUM ONLINE CLASS FOR TEACHER DAWSON.
		\$ 100.00		0100 3010000 1110 1000 5200010 092 230	
MULL,STEVE	09/26/2021	\$ 60.00	QUIZZ INC	0100-1100000-1110-1000-5800092-350-250	MATH PROGRAM ONLINE SUBSCRIPTION HARTWIG
	09/24/2021	\$ 60.00	QUIZZ INC	0100-1100000-1110-1000-5800092-350-250	MATH PROGRAM ONLINE SUBSCRIPTION DUNGAN
		\$ 120.00		0100-1100000-1110-1000-5800092-350-250	
MULL,STEVE	09/24/2021	\$ 1,041.81	CHARTERUP	0100-0300616-1110-1000-5800085-350-250	ROUND TRIP TRANSPORTATION FOR FFA FIELD TRIP TO JULIAN
		\$ 1,041.81		0100-0300616-1110-1000-5800085-350-250	
MULL,STEVE	09/22/2021	\$ 11.25	J.W. PEPPER	0100-0300672-1110-1000-5800000-350-250	MUSIC CHORUS EPRINT SONG
		\$ 11.25		0100-0300672-1110-1000-5800000-350-250	
MURPHY,JERRED C	09/19/2021	\$ 50.00	LIVING WATER	0100-9065000-7110-1000-4300000-376-205	DRINKING WATER FOR STUDENTS & STAFF IN CENTERS
		\$ 50.00		0100-9065000-7110-1000-4300000-376-205	
REED,KIM	09/22/2021	\$ 79.98	PIKTOCHART SDN BHD	0100 0000000 0000 7200 5800092 189 630	PIKTO CHART SUBSCRIPTION
		\$ 79.98		0100 0000000 0000 7200 5800092 189 630	
ROSA,JIM	09/28/2021	\$ 408.13	BANNERSONTHECHEAP.COM	0100 1100000 0000 2700 5800000 343 110	TWO MESH BANNERS FOR THE SCHOOL
		\$ 408.13		0100 1100000 0000 2700 5800000 343 110	
ROSA,JIM	09/22/2021	\$ 946.06	COMMITTEE FOR CHILDREN	0100 0980000 1110 1000 4300000 179 620	SECOND STEP GRADE 4 SEL CLASSROOM KIT
		\$ 946.06		0100 0980000 1110 1000 4300000 179 620	
SINATRA,CHRISTINE	09/19/2021	\$ 865.00	AWL*PEARSON EDUCATION	0100 6500000 5760 1120 4300000 189 640	INTERACTIVE FORMS
		\$ 865.00		0100 6500000 5760 1120 4300000 189 640	
SINATRA,CHRISTINE	09/17/2021	\$ 115.00	EVENT* FAGEN FRIEDMAN	0100 0000000 0000 2100 5200010 189 640	F3 LAW SPED SYMPOSIUM FOR C. SINATRA
		\$ 115.00		0100 0000000 0000 2100 5200010 189 640	
SINATRA,CHRISTINE	09/16/2021	\$ 180.00	AWL*PEARSON EDUCATION	0100 6500000 5760 1110 4300000 189 640	ONLINE SCORING SUBSCRIPTIONS
		\$ 180.00		0100 6500000 5760 1110 4300000 189 640	
TAYLOR,RHONDA L	09/15/2021	\$ 970.57	PROMO DIRECT	0100 0000000 0000 7200 5800000 189 610	NOTEBOOKS WITH LOGO
		\$ 970.57		0100 0000000 0000 7200 5800000 189 610	
TAYLOR,RHONDA L	09/10/2021	\$ 245.00	SCHOOL SERVICES OF CAL	0100 0000000 0000 7200 5200010 189 610	WORKSHOP REGISTRATION: DECLINING ENROLLMENT STRATEGIES FOR SUCCESS DURING CHALLENGING TIMES
		\$ 245.00		0100 0000000 0000 7200 5200010 189 610	
THOMAS,AMANDA	09/06/2021	\$ 332.05	WWW COSTCO COM	1300 5310000 0000 3700 4700000 189 770	FOOD
THOMAS,AMANDA	09/05/2021	\$ 119.96	WWW COSTCO COM	1300 5310000 0000 3700 4700000 189 770	FOOD
		\$ 452.01		1300 5310000 0000 3700 4700000 189 770	
WINSPEAR,NATALIE	09/20/2021	\$ 99.95	WILEY BOOK PUBLISHERS	0100 0000000 0000 3120 4300000 189 440	INTERVENTION LIBRARY FOR PSYCHS
		\$ 99.95		0100 0000000 0000 3120 4300000 189 440	

\$ 13,520.06

LAKESIDE UNION SCHOOL DISTRICT

Governing Board Meeting Date: Nov. 10, 2021

Agenda Item:

Approval of adjustment to Resolutions No. 2021-26 to 2021-29

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

Approval is requested of an adjustment to Resolution No. 2021-26, 2021-27, 2021-28, 2021-29, authorizing the replacement of warrants, with Lisa Davis, as Assistant Superintendent of Lakeside Union School District.

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:



Lisa Davis, Assistant Superintendent



Dr. Rhonda Taylor, Superintendent

Reviewed by Cabinet Member _____

RESOLUTION # 2021-26 (revised)
RESOLUTION DESIGNATING AUTHORIZED AGENT TO RECEIVE MAIL
AND PICK UP WARRANTS AT THE COUNTY OFFICE OF EDUCATION

Lakeside Union

School District, San Diego County ON MOTION

OF member _____, seconded by member _____

effective 11/1/2021 through June 30, 2022.

IT IS RESOLVED AND ORDERED that:

1. The authorized agent (one *person only*) to receive mail from the Accounting/Payroll Sections is Lisa Davis.
2. The authorized person(s) or district(s) to pick up warrants from the County Office (other than the mail addressee) are:

Lisa Davis, Rachel Camarero, Shannon Johnston, Samantha Orahoad
Keri Wutzke, Aimee McReynolds, Cathy Nevins, Brenda Huyser

- | | mail | hold | consortium | |
|--------------|--------------------------|-------------------------------------|-------------------------------------|---|
| 3. Check one | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | Monthly payroll warrants each and every month. |
| Check one | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Daily/Hourly payroll warrants each and every month. |

IT IS FURTHER RESOLVED that, this motion shall stand and that all additions and deletions shall be submitted in writing to the San Diego County Office of Education.

PASSED AND ADOPTED by said Governing Board on 11/10/21 by the following vote:
(date)

AYES: __ MEMBERS

NOES: __ MEMBERS

ABSENT: __ MEMBERS

STATE OF CALIFORNIA)
COUNTY OF SAN DIEGO) SS

I, Bonnie LaChappa, Clerk of the Governing Board, do hereby certify that the foregoing is a full, true, and correct copy of a resolution duly passed and adopted by said Board at a regularly called and conducted meeting held on said date.

Secretary/Clerk of the Governing Board

Manual signature(s) of authorized person(s):

Facsimile signature(s), if applicable:
(Rubber Stamp)

Rachel Camarero
Keri Wutzke
Cathy Nevins
Shannon Johnston
Aimee McReynolds
Brenda Huyser

San Diego County Office of Education

Resolution 1

PAYMENT ORDER RESOLUTION

Lakeside Union _____ School District, San Diego County ON MOTION
OF member _____, seconded by member _____
effective November 1, 2021 through June 30, 2022.

IT IS RESOLVED AND ORDERED that, in accordance with the provisions of Section 3100 et seq., Chapter 8, Division 4, Title I of the Government Code (**all districts**), the following person(s) be and is hereby designated to ascertain and certify that each employee of said district has taken the oath of allegiance.

Lisa Davis _____ or _____.

IT IS FURTHER RESOLVED AND ORDERED that, in accordance with the payroll procedure provided in Education Code Section 45310 (**merit system districts only**), no warrant shall be drawn by or on behalf of the governing board of this district for the payment of any salary or wage to any employee in the classified service unless the assignment bears the certification of the following person:

_____, Personnel Director

IT IS FURTHER RESOLVED that this motion shall stand and that all additions and deletions shall be submitted in writing to the San Diego County Office of Education.

PASSED AND ADOPTED by said Governing Board on 11/10/21 by the following vote:
(date)

AYES: _____ MEMBERS

NOES: _____ MEMBERS

ABSENT: _____ MEMBERS

STATE OF CALIFORNIA)
COUNTY OF SAN DIEGO) SS

I, Bonne LaChappa, Clerk of the Governing Board, do hereby certify that the foregoing is a full, true, and correct copy of a resolution duly passed and adopted by said Board at a regularly called and conducted meeting held on said date.

Secretary/Clerk of the Governing Board

Manual signature(s) of authorized person(s):

Facsimile signature(s), if applicable:
(Rubber Stamp) Gov Code Sec. 5501

Lisa Davis

RESOLUTION # 2021-28 (revised)
RESOLUTION DESIGNATING AUTHORIZED AGENT TO SIGN SCHOOL ORDERS
(COMMERCIAL WARRANTS)

Lakeside Union School District, San Diego County ON MOTION

OF member _____, seconded by member _____
effective 11/1/2021 through June 30, 2022.

IT IS RESOLVED AND ORDERED that, pursuant to the provisions of Education Code Section 42632 or 85232, Lisa Davis be and is hereby authorized to sign any and all orders in the name of said District, drawn on the funds of said District.

IT IS FURTHER RESOLVED that this motion shall stand and that all additions and deletions shall be submitted in writing to the San Diego County Office of Education.

PASSED AND ADOPTED by said Governing Board on 11/10/21 by the following vote: _____ (date)

AYES: _____ MEMBERS

NOES: _____ MEMBERS

ABSENT: _____ MEMBERS


STATE OF CALIFORNIA)
COUNTY OF SAN DIEGO) SS

I, Bonne LaChappa, Clerk of the Governing Board, do hereby certify that the foregoing is a full, true, and correct copy of a resolution duly passed and adopted by said Board at a regularly called and conducted meeting held on said date.

Secretary/Clerk of the Governing Board

Manual signature(s) of authorized person(s):

Facsimile signature(s), if applicable:
(Rubber Stamp)



SCHOOL DISTRICT

Resolution is adopted:

NOW, THEREFORE BE IT RESOLVED by the governing Board of the
Lakeside Union

School District of San Diego County, California, that the following persons shall be authorized to reissue new payroll and commercial warrants upon presentation of a properly completed petition for issuance of a new warrant if such new warrant does not exceed the amount of the original warrant.

Director of Accounting _____

PASSED AND ADOPTED by said Governing Board on _____

AYES: _____

NOES: _____

ABSENT: _____

I, Bonne LaChappa Clerk of the Governing Board, do hereby certify that the foregoing is a full, true, and correct copy of a resolution adopted by the Governing Board at a regularly called and conducted meeting held on said date.

Clerk of the Governing Board

LAKESIDE UNION SCHOOL DISTRICT

Governing Board Meeting Date: November 10, 2021

Agenda Item:

Approval is requested of Resolution 2022-08 and Resolution 2022-09 designating Lisa Davis as the JPA and FBC Authorized Representative, and Shannon Johnston as the alternate representative.

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

Approval is requested of Resolution 2022-08 and Resolution 2022-09 designating Lisa Davis as the authorized representative to San Diego County Schools Joint Powers Authority and San Diego County Schools Fringe Benefits Consortium program. Shannon Johnston, Finance Director, will be the alternate representative.

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

Originating Department/School: Business Services

Submitted/Recommended By:

Approved for Submission to the Governing Board:



Lisa Davis, Assistant Superintendent



Dr. Rhonda Taylor, Superintendent

Reviewed by Cabinet Member: _____

RESOLUTION # 2022-08

**RESOLUTION TO DESIGNATE AUTHORIZED REPRESENTATIVE
TO
SAN DIEGO COUNTY SCHOOLS FRINGE BENEFITS CONSORTIUM
FOR FRINGE BENEFITS PROGRAMS**

On motion of Member _____, seconded by
Member _____, the following resolution is adopted:

WHEREAS, school districts in the State of California have determined there is a continuing need for insured and self-insurance plans for fringe benefits and desire to combine their respective efforts to establish and maintain Fringe Benefit Programs as authorized by law; and

WHEREAS, Title I, Division 7, Chapter 5, Article I (Sections 6500 et seq.) of the Government Code of the State of California authorizes joint exercise of two or more public agencies of any power common to them; and

WHEREAS, Sections 35214, 17566, 17567, 81602, and 81603 of the Education Code authorize a school district to establish a plan for health, vision, mental wellness, physical wellness, dental, IRC Section 125, life, long term care, prepaid legal, long term disability, deferred compensation, voluntary benefits, or any other fringe benefits plan as authorized by law;

WHEREAS, the Lakeside Union School District is a member of and has executed an Articles of Agreement to the San Diego County Schools Fringe Benefits Consortium requires that the Board of member districts designate and appoint an FBC representative.

NOW THEREFORE BE IT RESOLVED that Lisa Davis, Assistant Superintendent is designated as the authorized representative(s) of the Board of Trustees of Lakeside Union School District, and Shannon Johnston, Finance Director, as alternate representative(s), and is hereby authorized and directed to perform all items pertaining to the interest of the Board of Trustees as a legislative body pursuant to the terms of the San Diego County Schools Risk Management Fringe Benefits agreement.

PASSED AND ADOPTED by the Governing Board of the Lakeside Union School District at Lakeside, California, on the 10th Day of November, 2021, by the following vote:

AYES:_____ NOES:_____ ABSENT:_____ ABSTENTIONS:_____

STATE OF CALIFORNIA)
) SS.
COUNTY OF SAN DIEGO)

I, Bonnie LaChappa, Clerk of the Governing Board of the

Lakeside Union School District of San Diego County

California, do hereby certify that the foregoing is a full, true and correct copy of a resolution adopted by said board at the regularly scheduled and conducted meeting held at the time and place stated, which resolution is on file and of record in the office of said board.

Clerk

RESOLUTION # 2022-09

**RESOLUTION TO DESIGNATE AUTHORIZED REPRESENTATIVE
TO
SAN DIEGO COUNTY SCHOOLS RISK MANAGEMENT JOINT POWERS AUTHORITY
FOR
WORKERS' COMPENSATION, PROPERTY & LIABILITY
OR ANY OTHER RISK OR PLAN AUTHORIZED BY LAW**

On motion of Member _____, seconded by Member _____, the following resolution is adopted:

WHEREAS, school districts in the State of California have determined there is a continuing need for insured and self-insurance plans for workers' compensation, property and liability, miscellaneous property or any other risk or plan authorized by law; and

WHEREAS, Title I, Division 7, Chapter 5, Article I (Sections 6500 et seq.) of the Government Code of the State of California authorizes joint exercise of two or more public agencies of any power common to them; and

WHEREAS, Sections 35214, 17566, 17567, 81602, and 81603 of the Education Code authorize a school district to establish insured and self-insurance plans for workers' compensation, property and liability, miscellaneous property or any other risk or plan authorized by law;

WHEREAS, the Lakeside Union School District is a member of and has executed an Articles of Agreement to the San Diego County Schools Risk Management Joint Powers Authority (JPA) and the JPA Agreement requires that the Board of member districts designate and appoint a JPA representative.

NOW THEREFORE BE IT RESOLVED that Lisa Davis is designated as the authorized representative of the Board of Trustees of Lakeside Union School District, and Shannon Johnston, as alternate representative, and is hereby authorized and directed to perform all items pertaining to the interest of the Board of Trustees as a legislative body pursuant to the terms of the San Diego County Schools Risk Management Joint Powers Authority Agreement.

PASSED AND ADOPTED by the Governing Board of the Lakeside Union School District at Lakeside, California, on the 10th Day of November, 2021, by the following vote:

AYES: _____ NOES: _____ ABSENT: _____ ABSTENTIONS: _____

STATE OF CALIFORNIA)
) SS.
COUNTY OF SAN DIEGO)

I, _____, Secretary of the Governing Board of the Lakeside Union School District of Lakeside, California, do hereby certify that the foregoing is a full, true and correct copy of a resolution adopted by said board at the regular meeting hereof at the time and place of vote stated, which resolution is on file and of record in the office of said board.

Secretary

LAKE SIDE UNION SCHOOL DISTRICT

Governing Board Meeting Date: November 10, 2021

Agenda Item:

Approval of the November contracts list for the fiscal year, 2021-22.

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

Approval is requested for the attached list of agreements with outside vendors for fiscal year, 2021-22.

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:



Lisa Davis, Assistant Superintendent

Approved for Submission to the Governing Board:



Dr. Rhonda Taylor, Superintendent

Reviewed by Cabinet Member _____

LUSD CONTRACTS 2021-22

Agency Name	Description	Contract #	Dept./Site	Began	Ends	Amount (not to exceed)
J Taylor Education	Online PD Workshop for RV including Softwa	V2022-057	RV	10/27/2021	10/27/2021	\$1,750.00
Agricultural Pest Control Services	Gopher/Ground Squirrel Control, Pest Service	V2022-059	MAINT	10/15/2021	UNTIL TERMINATE D	\$645/MONTH
East County SELPA (Fred Fox)-Revised	MOU for Fred Fox	V2022-023A	SPED	7/1/2021	6/30/2022	\$172,480 (increase to 91.5% FTE)
Total Vision Care, LLC	Vision Therapy Assessment	I2022-021	SPED	10/18/2021	6/30/2022	See Rate Sheet
Dannis Woliver Kelley-Addendum	Legal Services	V2022-006A	SUPT	7/1/2021	6/30/2022	No Change, Signature Update
San Diego County Supt. Of Schools	Culture/Climate Survey	V2022-060	SUPT	11/8/2021	1/31/2022	\$1,800.00
New Haven Youth and Family Services	NPS	V2022-061	SPED	10/21/2021	6/30/2022	\$2,200/month
Alliance for African Assistance	Language Services	V2022-062	SPED	11/12/2021		See Rates Attached
Darren Murphy	CPR/First Aid	L2022-01	HR	1/14/2022	1/14/2022	\$7,500.00

LAKESIDE UNION SCHOOL DISTRICT

Governing Board Meeting Date: 11/10/21

Agenda Item:

Conference Attendance Request

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

Terry Sanchez to attend a Carrier Controls Expert IS Level Technician conference in Las Vegas, Nevada from October 17 – 20, 2021. (Hotel and registration paid for by vendor).

Fiscal Impact (Cost):

\$318.71

Funding Source:

[Click here to enter text.](#)

Recommended Action:

☐ **Informational**

☐ **Discussion**

☐ **Approval**

☐ **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 Davis, Assistant Superintendent


Rhonda L. Taylor, Ed.D, Superintendent

LAKEVIEW UNION SCHOOL DISTRICT

TRAVEL AUTHORIZATION/EXPENSE REPORT

Name: Terry Sanchez

Dept./Site: Maintenance

Travel Information:

Name of Activity: Carrier Controls Expert IS Level Technician

Location (City and State): Las Vegas, NV Travel Date(s): October 17-20, 2021

*Copy of conference agenda/itinerary must be submitted with authorization

DETAIL OF EXPENSE

TRAVEL AUTHORIZATION/ESTIMATED

Departure Date/Time: October 17, 2021

Return Date/Time: October 20, 2021

Registration \$ _____

Lodging _____ nights @ \$ _____ = \$ _____

Airfare \$ 250.00

If Privately Owned Vehicle Is Used:

From: _____

To: _____ And Return

Miles @ \$ _____ Per Mile \$ _____

I certify I have a current CA driver's license and CURRENT liability vehicle insurance.

(Please initial): _____

Rental Car \$ _____ Rental Gas \$ _____

Taxi/Shuttle/Uber/Lyft \$ 60.00

Hotel Parking \$ _____ Airport Parking \$ _____

MEALS

Per Diem \$59 (\$15/\$16/\$28)

Date	Breakfast	Lunch	Dinner	Total
10/17		\$16	\$28	\$44
10/18	\$15	\$16	\$28	\$59
10/19	\$15	\$16	\$28	\$59
10/20	\$15	\$16	\$28	\$59

Special Remarks (transportation shared with, etc.)

TOTAL COST \$ ~~531.00~~ \$310

Cash Advance (if applicable) \$ _____

FD RE GO FN OB SI OU 5200010

Employee Sign _____

Supervisor Sign _____

Date _____

Business Office Approval _____

Date _____

EXPENSE REPORT/ACTUAL

Departure Date/Time: _____

Return Date/Time: _____

Registration \$ _____

Lodging _____ nights @ \$ _____ = \$ _____

Airfare \$ 295.96

If Privately Owned Vehicle Is Used:

From: _____

To: _____ And Return

Miles @ \$ _____ Per Mile \$ _____

I certify I have a current CA driver's license and CURRENT liability vehicle insurance.

(Please initial): _____

Rental Car \$ _____ Rental Gas \$ _____

Taxi/Shuttle/Uber/Lyft \$ 22.75

Hotel Parking \$ _____ Airport Parking \$ _____

MEALS

Per Diem \$59 (\$15/\$16/\$28)

Date	Breakfast	Lunch	Dinner	Total

Total ACTUAL Expenses \$ _____

Less: Pre-Payments (PO's) \$ _____

Less: P-Card Charges \$ _____

TOTAL AMOUNT CLAIMED \$ 318.71

Please Check for Accuracy. All Claimed Amounts are FINAL.

FD RE GO FN OB SI OU 5200010

Employee Sign _____

Supervisor Sign _____

Date _____

Business Office Approval _____

Date _____

Email: spalchanis@siglers.com
Mobile: [7607166024](tel:7607166024)

[1825 Idaho Ave.](#)
[Escondido](#)
[California 92027](#)

Booking number: 154108239357470

Additional customer information

Company Name: Russell Sigler, Inc.

Participants

Carrier Controls Expert Dealer 1: Terry Sanchez Sr.

Email: tsanchez@lsusd.net

Carrier Controls Expert Dealer 2: Terry Sanchez Jr.

Email: tsanchez@lsusd.net

Carrier Controls Expert Dealer 3: Chris Derosier

Email: cderosier@lsusd.net

Price

Description	Unit price	Quantity	Price
Monday, October 18, 2021 7:00 AM			
Carrier Controls Expert IS Level Technician - Carrier Controls Expert Dealer	\$1,500	3	\$4,500
Total	\$4,500		

Schedule

- Monday, October 18, 2021 7:00 AM - 4:00 PM (Anthony Bermudez , New York-New York Hotel - 3790 S Las Vegas Blvd, Las Vegas, NV 89109)
- Tuesday, October 19, 2021 7:00 AM - 4:00 PM (Anthony Bermudez , New York-New York Hotel - 3790 S Las Vegas Blvd, Las Vegas, NV 89109)
- Wednesday, October 20, 2021 7:00 AM - 4:00 PM (Anthony Bermudez , New York-New York Hotel - 3790 S Las Vegas Blvd, Las Vegas, NV 89109)

LAKESIDE UNION SCHOOL DISTRICT

Governing Board Meeting Date: November 11, 2021

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 checked="" 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:

Kirklund

Rhonda Taylor

Principal/Department Head Signature

Dr. Rhonda Taylor, Superintendent

Reviewed by Cabinet Member

Kirklund

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 California Department of Education creates a state level plan to meet the federally mandated Every Student Succeeds Act (ESSA). The Lakeside Union School District (LUSD) in turn creates the LCAP to address how the students served in our district will meet the requirements defined by ESSA.

The Eucalyptus Hills SPSA is developed by the School Site Council and utilizes the goals from the district LCAP to create yearly targets based on the unique needs of the Transitional Kindergarten students attending Eucalyptus Hills. Our SPSA addresses academic, social-emotional, and innovation goals in alignment with the goals established by the LUSD Board of Trustees. We strive to empower each student to meet the 6 pillars of the student profile established by the Lakeside Union School District, while learning in a play-based school setting.

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).

Many surveys have gone out to our school community about our district's reopening plan to assess our needs during this unprecedented school year. On October 1, 2020, our school and district embarked on a new survey platform called Thought Exchange to seek input from parent and staff community to engage in a thoughtful conversation, where participants could see and react to responses from others. At the conclusion of the survey, the major themes that have emerged were presented to the Board of Trustees for consideration at their October 8th meeting. The LUSD Board of Trustees considered the inputs from the stakeholders to decide on timelines for moving forward with the reopening of our schools.

Our current board approved district reopening plan calls for three phases:

- * Phase 1: Distance learning for all students (August 20 - September 18)
- * Phase 2: Two-day a week hybrid model for students desiring in-person instruction (September 2 - current)
- * Phase 3: Full five-day a week in-person instruction for all students who have returned (anticipated).

Survey question: Parents/Guardians: What are your thoughts about transitioning on October 19th to Phase 3, full-time in-person instruction for all students who desire to attend school 5 days a week?

The survey results indicated the highest-ranked themes rose clearly to the top and were presented to the Board of Trustees, and there were many other comments throughout the survey responses that will be helpful for the planning. After much thought and deliberation, the board took action to extend Phase 2 (hybrid) and revisit the timelines again at their December meeting. This means that LUSD would remain in hybrid instruction with the current cohort A/B model at least through the end of December. The parent survey had 1839 total thoughts shared. Below are the top 10 highest-ranked inputs.

1. Thank you to the educators and staff for the hard work and determination to continue to educate children!
2. Kids safety should be most important
3. We must also give all of our teachers and admins grace. I don't think any of us could have planned for this. Being rude or ungrateful only makes everything worse and teaches our kids to act the same.
4. I am against following the original schedule to move to Phase 3 due to health concerns. While I appreciate the district asking our opinions, scientific facts and public health experts should guide this decision since we are in a pandemic.
5. I think they should extend phase 2. I think it's too soon to go 5 days a week
6. I do feel the school has done a great job dealing with this pandemic. Thank you!
7. Our poor teachers are near their breaking point, feeling bad about all of the changes and probably often putting themselves and their families last. They are the backbone of our children's lives in school and we have to keep this in mind.

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 a need for a school-wide social-emotional learning program and a need for a normed assessment to monitor student progress.

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

This year, we are using developmentally appropriate assessments including California's DRDP to monitor student progress.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All teachers are fully credentialed and highly qualified. 2 of our 4 teachers have a bilingual authorization to teach Spanish immersion classes.

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

All teachers are credentialed and engage in professional development.

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

Staff development is aligned to our play-based philosophy at our 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 team leader, 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 4 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 instruction in a small group setting.

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. Our School Site council consists of 3 staff members and 3 community members.

Resource Inequities

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

Based on the needs assessment, we have some inequities compared to the rest of the district in terms of facilities. It is our hope that we can secure a safety gate for easier access to the school office that at the same time, limits access to the full campus.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	%	0%	%		0	
African American	2.59%	3.74%	5.4%	3	4	5
Asian	0.86%	0.93%	%	1	1	
Filipino	0.86%	0%	2.2%	1	0	2
Hispanic/Latino	33.62%	31.78%	38.7%	39	34	36
Pacific Islander	%	0%	%		0	
White	58.62%	51.4%	47.3%	68	55	44
Multiple/No Response	3.45%	12.15%	6.5%	4	13	6
Total Enrollment				116	107	93

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Kindergarten	116	107	93
Total Enrollment	116	107	93

Conclusions based on this data:

1. Eucalyptus Hills is an exclusively TK site that serves approximately 100 students each year. The majority of our student body is White or Latinx.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	6	5	4	5.2%	4.7%	4.3%
Fluent English Proficient (FEP)	3	2	0	2.6%	1.9%	0.0%
Reclassified Fluent English Proficient (RFEP)	0	0	0	0.0%	0.0%	0.0%

Conclusions based on this data:

1. At Eucalyptus Hills School, 4.3% of our student population are English Learners.

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 students do not participate in CAASPP, as this assessment is for grades 3 and up.

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 students do not participate in CAASPP, as this assessment is for grades 3 and up.

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	
	18-19	19-20	18-19	19-20	18-19	19-20	18-19	19-20
Grade K	*		*		*		5	
All Grades							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	
	18-19	19-20	18-19	19-20	18-19	19-20	18-19	19-20	18-19	19-20
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	
	18-19	19-20	18-19	19-20	18-19	19-20	18-19	19-20	18-19	19-20
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	
	18-19	19-20	18-19	19-20	18-19	19-20	18-19	19-20
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	
	18-19	19-20	18-19	19-20	18-19	19-20	18-19	19-20
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	
	18-19	19-20	18-19	19-20	18-19	19-20	18-19	19-20
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	
	18-19	19-20	18-19	19-20	18-19	19-20	18-19	19-20
All Grades	*		*		*		*	

Conclusions based on this data:

1. Because we have a small number of students who take the ELPAC, this data is suppressed for student privacy.

School and Student Performance Data

Student Population

Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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

2019-20 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
107	47.7	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.	

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	5	4.7
Socioeconomically Disadvantaged	51	47.7
Students with Disabilities	10	9.3

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	4	3.7
Asian	1	0.9
Hispanic	34	31.8
Two or More Races	13	12.1
White	55	51.4

Conclusions based on this data:

1. This data reflects information from the 19-20 school year. Due to Covid-19, the California Dashboard (where this data is typically sourced from) has been suspended.

School and Student Performance Data

Overall Performance

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

2019 Fall Dashboard Overall Performance for All Students

Academic Performance

English Language Arts



Academic Engagement

Chronic Absenteeism



Conditions & Climate

Suspension Rate



Mathematics



Conclusions based on this data:

1. This data reflects information from the 19-20 school year. Due to Covid-19, the California Dashboard (where this data is typically sourced from) has been suspended.

School and Student Performance Data

Academic Performance English Language Arts

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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



No Performance Color

0 Students

Foster Youth



No Performance Color

0 Students

Homeless



No Performance Color

0 Students

Socioeconomically Disadvantaged



No Performance Color

0 Students









Students with Disabilities



No Performance Color

0 Students

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American  No Performance Color 0 Students	American Indian  No Performance Color 0 Students	Asian  No Performance Color 0 Students	Filipino  No Performance Color 0 Students
Hispanic  No Performance Color 0 Students	Two or More Races  No Performance Color 0 Students	Pacific Islander  No Performance Color 0 Students	White  No Performance Color 0 Students

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

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner 0 Students	Reclassified English Learners 0 Students	English Only 0 Students
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Conclusions based on this data:

1. This data reflects information from the 19-20 school year. Due to Covid-19, the California Dashboard (where this data is typically sourced from) has been suspended.

School and Student Performance Data

Academic Performance Mathematics

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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. This data reflects information from the 19-20 school year. Due to Covid-19, the California Dashboard (where this data is typically sourced from) has been suspended.

School and Student Performance Data

Academic Performance English Learner Progress

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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. This data reflects information from the 19-20 school year. Due to Covid-19, the California Dashboard (where this data is typically sourced from) has been suspended.

School and Student Performance Data

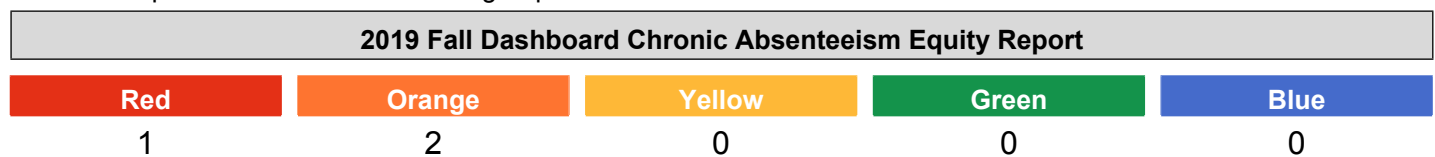
Academic Engagement Chronic Absenteeism

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).







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 18 Maintained 0 122	English Learners  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	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  Red 28.3 Increased +0.7 46	Students with Disabilities  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. This data reflects information from the 19-20 school year. Due to Covid-19, the California Dashboard (where this data is typically sourced from) has been suspended.

School and Student Performance Data

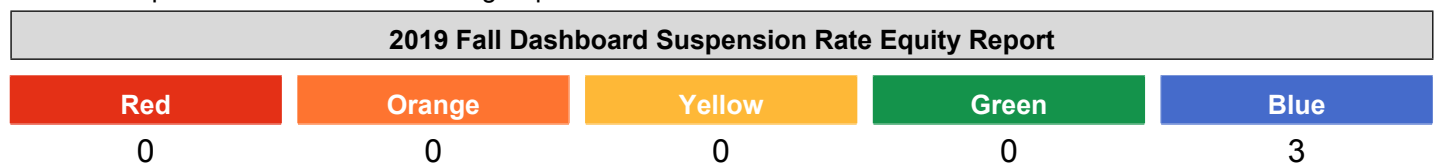
Conditions & Climate Suspension Rate

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).






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  Blue <div style="background-color: #d9e1f2; text-align: center; padding: 5px;">0</div> Maintained 0 122	English Learners  No Performance Color Less than 11 Students - Data Not <div style="background-color: #d9e1f2; text-align: center; padding: 5px;">6</div>	Foster Youth  No Performance Color Less than 11 Students - Data Not <div style="background-color: #d9e1f2; text-align: center; padding: 5px;">1</div>
Homeless	Socioeconomically Disadvantaged  Blue <div style="background-color: #d9e1f2; text-align: center; padding: 5px;">0</div> Maintained 0 46	Students with Disabilities  No Performance Color Less than 11 Students - Data Not <div style="background-color: #d9e1f2; text-align: center; padding: 5px;">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. This data reflects information from the 19-20 school year. Due to Covid-19, the California Dashboard (where this data is typically sourced from) has been 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

LCAP Goal #1:

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 2022, all students will:

- score 90% or better in identifying all letters in their target language (26 letters in English or 29 letters in Spanish).
- score 90% or better in identifying all numbers 0-20.

Identified Need

Letter recognition is the foundation for literacy, and number recognition (with 1:1 correspondence) is the foundation for numeracy. We seek to prepare all exiting TK students for kindergarten and beyond.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Letter recognition using alphabet chart, administered in a 1:1 setting	0 letters identified	Recognition of 90% or more letters by June 2022
Number recognition using number chart, administered in a 1:1 setting	0 numbers identified	Recognition of 90% or more numbers by June 2022

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 score 90% or higher in identifying all letters of the alphabet in their target language and 90% of numbers from 0-20.

Students will:

- continue to be exposed to a print-rich environment
- continue to be exposed to a number-rich environment
- practice daily with teachers, peers, at home with family, and independently.

Teachers will:

- model and teach and promote daily practice
- teach the letter of the week
- teach the number of the week
- provide a print-rich and number-rich environment
- use interactive notebooks to promote writing of the letters and numbers

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(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	TK Program 0000: Unrestricted Handwriting without Tears Program
1000	TK Program 0000: Unrestricted EH teachers will attend professional learning opportunities to aide in the development of a well defined play-based TK program.
2000	TK Program 0000: Unrestricted School Materials & Supplies

Annual Review

SPSA Year Reviewed: 2020-21

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 would like to improve on our data collection and collaboration around the goals.

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

None

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. We have set benchmark goals for each trimester to keep us on track to accomplish our goal by June 2022.

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

LCAP Goal #2:

All students will receive support that enables them to thrive socially and emotionally, including the celebration of the diversity within our community and affirmation of the importance of our common humanity.

Goal 2

By June 2022, 100% of all TK students will develop a minimum of 1 or more levels to finish TK at the "building later" or higher developmental level on the 6 measures of the DRDP (2015) aligned with the LUSD student profile.

Identified Need

Young learners need developmentally appropriate opportunities to practice working with and learning from others in order to navigate the world around them.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California Desired Results Developmental Profile (DRDP): 6 indicators aligned with LUSD Student Profile: <ul style="list-style-type: none">• SED2 (Care Deeply)• SED3 (Communicate Effectively)• SED4 (Collaborate Constructively)• ATL 4 (Learn Continuously)• ATL 6 (Persevere Relentlessly)• ATL 5 (Think Critically)	Individual intake level (fall 2021)	Increase by 1 or more levels to meet the "building later" criteria or higher by June 2022.

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 engage in daily social-emotional learning lessons to develop skills for achieving the 6 pillars of the student profile.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(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.
2000	TK Program 4000-4999: Books And Supplies Social emotional learning program
500	TK Program 0000: Unrestricted Observation, Collaboration and Reflection (Teacher release)

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

Teachers will revisit and recreate a developmentally appropriate PBIS Matrix to foster and support a positive campus climate.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(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 collaborate in PLCs to develop the matrix and study it's effectiveness through a plan-do-study-act cycle.
---	---

Annual Review

SPSA Year Reviewed: 2020-21

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.

As this is a new goal, we believe that utilizing the DRDP will be a helpful tool for assessing the developmental progress of the students in terms of social-emotional well-being and preparedness for their second year of kindergarten.

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

None, as 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.

N/A

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

LCAP Goal #3:

The district and school sites will pursue purposeful and innovative instructional models to foster high levels of student engagement and ensure that all students are academically challenged.

Goal 3

The EH campus will maintain and improve safe, green and innovative learning spaces that promote play, inquiry, creativity, and collaboration.

Identified Need

Play is the way in TK! As California's only exclusively transitional kindergarten campus, we take play seriously. Play is an important way for young learners to develop self-regulation skills, as well as for language, cognition, and social competence. Play also allows our students to fine and gross motor skills, as well as an enjoyment of the outdoors. Through play, our TKers understand and make sense of their world, interact with others, express and control emotions, develop their problem-solving abilities, and practice emerging skills. We believe in creating more innovative indoor and outdoor spaces for our students to learn and explore.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Early Childhood Environment Rating Scale (ECERS-3) Profile's 6 Domains:	Baseline Score (Fall 2021) (Average Scale Score, with 1 being the lowest and 7 being the highest)	Baseline Score (Spring 2022) (Average Scale Score, with 1 being the lowest and 7 being the highest)
1. Space & Furnishings	1. Space & Furnishings: 4	1. Space & Furnishings: 6
2. Personal Care Routines	2. Personal Care Routines: 6	2. Personal Care Routines: 7
3. Language & Literacy	3. Language & Literacy: 5	3. Language & Literacy: 7
4. Learning Activities	4. Learning Activities: 4	4. Learning Activities: 6
5. Interaction	5. Interaction: 5	5. Interaction: 7
6. Program Structure	6. Program Structure: 5	6. Program Structure: 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

We will improve our outdoor learning spaces by adding in more toys and tools that support the development of gross motor skills and collaborative play.

Proposed Expenditures for this Strategy/Activity

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

1800

TK Program
0000: Unrestricted
Indoor Classroom Materials & Supplies

4000

TK Program
0000: Unrestricted
Outdoor Classroom Materials & Supplies

Annual Review

SPSA Year Reviewed: 2020-21

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 for us; we will use the ECERS-3 to determine the overall effectiveness of the strategies and activities.

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

N?/A

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.

N/A

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	\$12,500.00

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 (\$)
TK Program	\$12,500.00

Subtotal of state or local funds included for this school: \$12,500.00

Total of federal, state, and/or local funds for this school: \$12,500.00

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
Unrestricted Lottery	12,500	12,500.00
	0	0.00

Expenditures by Funding Source

Funding Source	Amount
TK Program	12,500.00

Expenditures by Budget Reference

Budget Reference	Amount
0000: Unrestricted	10,500.00
4000-4999: Books And Supplies	2,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
0000: Unrestricted	TK Program	10,500.00
4000-4999: Books And Supplies	TK Program	2,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	4,200.00
Goal 2	2,500.00
Goal 3	5,800.00

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
Kelly Gilbert	Principal
Jennifer Speedie	Classroom Teacher
Kit Buettgenbach	Other School Staff
Danielle Kordyak	Parent or Community Member
Slmons	Parent or Community Member
Larissa Tino	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
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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 October 12, 2021.

Attested:



Principal, Kelly Gilbert on 10/12/2021

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
Lakeside Union Alternative Education "HomeFlex"			

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 California Department of Education creates a state level plan to meet the federally mandated Every Student Succeeds Act (ESSA). The Lakeside Union School District (LUSD) in turn creates the LCAP to address how the students served in our district will meet the requirements defined by ESSA.

The Flex School SPSA is developed by the School Site Council and utilizes the goals from the district LCAP to create yearly targets based on the unique needs of the Independent Study students attending Flex School. Our SPSA addresses academic, social-emotional, and innovation goals in alignment with the goals established by the LUSD Board of Trustees. We strive to empower each student to meet the 6 pillars of the student profile established by the Lakeside Union School District, while learning in an independent study setting.

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).

Classroom Observations

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

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)

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)

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

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

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

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

Teaching and Learning

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

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

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

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)

Opportunity and Equal Educational Access

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

Evidence-based educational practices to raise student achievement

Parental Engagement

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

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)

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 School Site Council meets once a month to review the site plan, budget, and SPSA. Our School Site council consists of 3 staff members and 3 community members.

Resource Inequities

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

No resource inequities were identified at this time.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	%	6.67%	%		1	
African American	%	0%	1.1%		0	1
Asian	%	0%	1.1%		0	1
Filipino	%	0%	%		0	
Hispanic/Latino	%	20%	20.2%		3	19
Pacific Islander	%	0%	%		0	
White	%	73.33%	62.8%		11	59
Multiple/No Response	%	0%	14.9%		0	14
Total Enrollment					15	94

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Kindergarten		1	17
Grade 1			22
Grade 2		2	13
Grade3		1	9
Grade 4		2	8
Grade 5		2	12
Grade 6		3	5
Grade 7		3	5
Grade 8		1	3
Total Enrollment		15	94

Conclusions based on this data:

1. Flex is growing due to families requesting distance learning as a result of the Covid-19 pandemic.
2. Flex students are predominantly white, followed by Latinx.
3. Many of our students are enrolled in the primary grade levels.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners		1	2		6.7%	2.1%
Fluent English Proficient (FEP)		0	0		0.0%	0.0%
Reclassified Fluent English Proficient (RFEP)		0	0		0.0%	0.0%

Conclusions based on this data:

1. We do not have many English learners in this program.

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.

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.

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	
	18-19	19-20	18-19	19-20	18-19	19-20	18-19	19-20

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	
	18-19	19-20	18-19	19-20	18-19	19-20	18-19	19-20	18-19	19-20

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	
	18-19	19-20	18-19	19-20	18-19	19-20	18-19	19-20	18-19	19-20

Listening Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	18-19	19-20	18-19	19-20	18-19	19-20	18-19	19-20	18-19

Speaking Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	18-19	19-20	18-19	19-20	18-19	19-20	18-19	19-20	18-19

Reading Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	18-19	19-20	18-19	19-20	18-19	19-20	18-19	19-20	18-19

Writing Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	18-19	19-20	18-19	19-20	18-19	19-20	18-19	19-20	18-19

Conclusions based on this data:

1.

School and Student Performance Data

Student Population

Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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

2019-20 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
15	33.3	6.7	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.	

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	1	6.7
Socioeconomically Disadvantaged	5	33.3
Students with Disabilities	1	6.7

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
American Indian	1	6.7
Hispanic	3	20.0
White	11	73.3

Conclusions based on this data:

- 33% of our students are identified as socioeconomically disadvantaged.

School and Student Performance Data

Overall Performance

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

2019 Fall Dashboard Overall Performance for All Students

Academic Performance

Academic Engagement

Conditions & Climate

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance English Language Arts

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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

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

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report

Red

Orange

Yellow

Green

Blue

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

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.

School and Student Performance Data

Academic Performance Mathematics

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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

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

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report

Red

Orange

Yellow

Green

Blue

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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students

English Learners

Foster Youth

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.

School and Student Performance Data

Academic Performance English Learner Progress

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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
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Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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

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

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report

Red

Orange

Yellow

Green

Blue

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

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American

American Indian

Asian

Filipino

Hispanic

Two or More Races

Pacific Islander

White

Conclusions based on this data:

1.

School and Student Performance Data

Conditions & Climate Suspension Rate

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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

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

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report

Red

Orange

Yellow

Green

Blue

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

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

2019 Fall Dashboard Suspension 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 were suspended.

2019 Fall Dashboard Suspension Rate by Year

2017

2018

2019

Conclusions based on this data:

1.

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

LCAP Goal #1:

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 2022, all Flex students will:

- Show a minimum of +5 RIT points growth across the Reading strand as measured by NWEA MAP
- Show a minimum of +5 RIT points growth across the Math strand as measured by NWEA MAP

Identified Need

Flex school students are participating in independent study, which means it is extremely important that we monitor progress towards grade level standards. The MAP assessments are nationally normed and given three times annually, and the measures allow us to continue to provide personalized learning for mastery of the standards.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
NWEA MAP Reading	Individual intake level (fall 2021)	Increase RIT score by 5 or more points by June 2022.
NWEA MAP Math	Individual intake level (fall 2021)	Increase RIT score by 5 more points by June 2022.
DIBELS	Individual intake level (fall 2021)	Reach composite score of at or above benchmark by June 2022

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 be provided with funds to purchase classroom materials and supplies for the purpose of supporting and maintaining the ongoing instructional program in ELA, math, 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.

2000	Unrestricted Lottery 4000-4999: Books And Supplies
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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

Teachers will use norm referenced NWEA MAP three times per year for the purpose of monitoring student progress and 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.

0	Unrestricted Lottery 4000-4999: Books And Supplies 0 because this is paid for at the district level.
---	--

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 receive a half-day release, three times per year, to review assessment data, set goals and discuss targeted interventions for struggling readers during WIN time. 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 Grade level teams will collaborate to align and calibrate their curriculum to the Common Core State Standards using their grade level guiding documents, Edgenuity, and other 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.

500	Unrestricted Lottery 1000-1999: Certificated Personnel Salaries
-----	--

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

The school site will maintain supplies and office equipment (Printers, Xerox Copiers, Risos, Laminator/Film, Ink/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.

2797

Unrestricted Lottery
5000-5999: Services And Other Operating Expenditures

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 will engage in designated WIN time to support intervention 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.

2000

Unrestricted Lottery
4000-4999: Books And Supplies

Annual Review

SPSA Year Reviewed: 2020-21

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.

N/A as 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.

N/A as 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.

N/A as 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

LCAP Goal #2:

All students will receive support that enables them to thrive socially and emotionally, including the celebration of the diversity within our community and affirmation of the importance of our common humanity.

Goal 2

Flex School will increase students' social-emotional well-being by developing the knowledge, skills, and dispositions to foster healthy identities, establish and maintain meaningful relationships, and communicate effectively with other as measured by CHKS data and the SRSS.

Identified Need

Independent study can be isolating for some students. By focusing on the social-emotional well-being of our students, we can help them build confidence and forge friendships with others.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Students will participate in daily Zoom sessions centered in SEL.	0% (this is a new goal) of students engage in daily Zoom lessons.	100% of students will engage in daily Zoom lessons.

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

Curriculum pilot: Sanford-Harmony

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(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	Unrestricted Lottery 4000-4999: Books And Supplies SEL pilot is being paid for by the district
---	--

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 on the Flex Path will participate in meaningful opportunities to connect and engage with one another.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(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
2000-2999: Classified Personnel Salaries
Extra Supervision

1000

Unrestricted Lottery
4000-4999: Books And Supplies
Supplies for enrichment

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 engage in exploration of current events to gain an awareness of the world around them.

Proposed Expenditures for this Strategy/Activity

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

300

Unrestricted Lottery
4000-4999: Books And Supplies
Time for Kids magazine

Annual Review

SPSA Year Reviewed: 2020-21

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.

n/a

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

n/a

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.

n/a

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

LCAP Goal #3:

The district and school sites will pursue purposeful and innovative instructional models to foster high levels of student engagement and ensure that all students are academically challenged.

Goal 3

Create and implement a positive and safe environment that empowers all students to achieve their academic and personal growth potential while learning continuously, persevering relentlessly, and caring deeply in an alternative independent study environment.

Identified Need

Traditional schooling isn't necessarily the best fit for all students. Flex School provides opportunities for small group academic support, enrichment, and socialization through the virtual and flex pathways and access to LUSD schools. Additionally, Flex School works in partnership with our families to create a positive and successful independent study experience.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Students will engage in Novel Engineering to explore the Engineering Design Process through the lens of literature.	0% of students engage in Novel Engineering lessons (this is a brand new goal, so it has not been utilized yet)	100% of students will engage in a minimum of 4 Novel Engineering Design Projects by June 2022.
Teachers will engage in 2-way communication with families once per month to discuss student progress.	80% of families engage in 2-way communication with the teacher of record.	100% of families will engage in 2-way communication monthly with the teacher of record.
Students will have the opportunity to take the Flex Pathway, participating in twice-weekly in-person on campus learning experiences.	0% (this is a brand new pathway, so it has not been utilized yet)	75% of students will participate in the Flex Path for in-person academic and social-emotional learning.

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 engage in Novel Engineering to explore the Engineering Design Process through the lens of literature.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(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 class sets of novels and engineering 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

Students will have the opportunity to take the Flex Pathway, participating in twice-weekly in-person on campus learning experiences.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(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
2000-2999: Classified Personnel Salaries
Extra Hours for Classified Staff

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 engage in 2-way communication with families once per month to discuss student progress.

Proposed Expenditures for this Strategy/Activity

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

500

Unrestricted Lottery
1000-1999: Certificated Personnel Salaries
extra hours for teachers to meet with parents outside of school hours

300

Unrestricted Lottery
4000-4999: Books And Supplies

Annual Review

SPSA Year Reviewed: 2020-21

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.

n/a

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

n/a

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.

n/a

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	\$12,397.00

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 (\$)
Unrestricted Lottery	\$12,397.00

Subtotal of state or local funds included for this school: \$12,397.00

Total of federal, state, and/or local funds for this school: \$12,397.00

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
Unrestricted Lottery	\$12,397.97	0.97

Expenditures by Funding Source

Funding Source	Amount
Unrestricted Lottery	12,397.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	1,000.00
2000-2999: Classified Personnel Salaries	1,000.00
4000-4999: Books And Supplies	7,600.00
5000-5999: Services And Other Operating Expenditures	2,797.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Unrestricted Lottery	1,000.00
2000-2999: Classified Personnel Salaries	Unrestricted Lottery	1,000.00
4000-4999: Books And Supplies	Unrestricted Lottery	7,600.00
5000-5999: Services And Other Operating Expenditures	Unrestricted Lottery	2,797.00

Expenditures by Goal

Goal Number	Total Expenditures
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Goal 1
Goal 2
Goal 3

7,297.00
1,800.00
3,300.00

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

Name of Members	Role
Kelly Gilbert	Principal
Monica Farren	Classroom Teacher
Kim Minden	Other School Staff
Orit McConnell	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 .

Attested:



Principal, Kelly Gilbert on 10/12/21
SSC Chairperson, on 10/12/21

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 Farms Elementary School	37681896038343	11/10/2022	

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 our 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 Achieve 3000 and NEWA MAP Data
- Analysis of 2018-19 SBAC scores (continued from last two school year)
- Analysis of site developed classroom assessments
- Classroom observations of teaching (formal and informal)
- 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)

MAP 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, peer observations and collaboration.

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

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 at staff meetings. The Lakeside Farms School Site Council provided input for the SPSA at a regular meeting and continues to monitor the implementation and progress of goals and strategies on a monthly basis. This SPSA was reviewed and approved in November of 2021.

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		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	1.22%	0.94%	0.9%	8	6	5
African American	10.08%	8.76%	7.8%	66	56	45
Asian	1.37%	1.1%	0.9%	9	7	5
Filipino	2.75%	3.13%	3.3%	18	20	19
Hispanic/Latino	23.21%	26.45%	26.4%	152	169	152
Pacific Islander	0.31%	0.31%	0.2%	2	2	1
White	59.39%	55.87%	54.3%	389	357	313
Multiple/No Response	1.68%	3.44%	6.3%	11	22	36
Total Enrollment				655	639	576

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Kindergarten	102	109	100
Grade 1	122	103	94
Grade 2	91	111	102
Grade3	108	94	108
Grade 4	116	104	76
Grade 5	116	118	96
Grade 6	00		
Total Enrollment	655	639	576

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 94 to 118 students.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	31	28	36	4.7%	4.4%	6.3%
Fluent English Proficient (FEP)	18	20	19	2.7%	3.1%	3.3%
Reclassified Fluent English Proficient (RFEP)	6	6	1	18.2%	19.4%	3.6%

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 3.1% to 3.3%.
3. RFEP percentages decreased.

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
Grade 6				0								
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
Grade 6					0							
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	
	18-19	19-20	18-19	19-20	18-19	19-20	18-19	19-20
Grade K	*		*		*		*	
Grade 1	*		*		*		*	
Grade 2	*		*		*		8	
Grade 3	*		*		*		8	
Grade 4	*		*		*		4	
Grade 5	*		*		*		8	
All Grades							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	
	18-19	19-20	18-19	19-20	18-19	19-20	18-19	19-20	18-19	19-20
All Grades	30.30		36.36		18.18		15.15		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	
	18-19	19-20	18-19	19-20	18-19	19-20	18-19	19-20	18-19	19-20
All Grades	42.42		42.42		3.03		12.12		33	

Listening Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	18-19	19-20	18-19	19-20	18-19	19-20	18-19	19-20	
All Grades	36.36		51.52		12.12		33		

Speaking Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	18-19	19-20	18-19	19-20	18-19	19-20	18-19	19-20	
All Grades	45.45		42.42		12.12		33		

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	18-19	19-20	18-19	19-20	18-19	19-20	18-19	19-20
All Grades	15.15		63.64		21.21		33	

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	18-19	19-20	18-19	19-20	18-19	19-20	18-19	19-20
All Grades	27.27		63.64		9.09		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

Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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

2019-20 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
639	50.2	4.4	0
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.

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	28	4.4
Foster Youth		0
Socioeconomically Disadvantaged	321	50.2
Students with Disabilities	142	22.2

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	56	8.8
American Indian	6	0.9
Asian	7	1.1
Filipino	20	3.1
Hispanic	169	26.4
Two or More Races	22	3.4
Pacific Islander	2	0.3
White	357	55.9

Conclusions based on this data:





1. Our students with disabilities group makes up nearly 20% of our population. 4.4 % 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 (55.9%), Hispanic (23.2%) and African American (10.1%).

School and Student Performance Data

Overall Performance

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

2019 Fall Dashboard Overall Performance for All Students

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

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

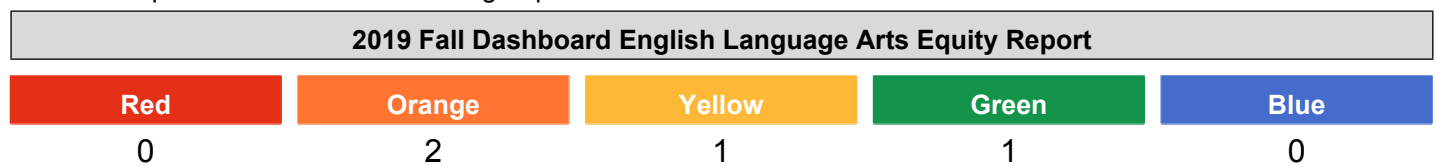
Academic Performance English Language Arts

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).







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	 No Performance Color 0 Students	 Yellow 0.5 points below standard Maintained -1.7 points 127
		Students with Disabilities		
		 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:

1. Students with disabilities are in the orange, and have improved one color.
2. Socioeconomically Disadvantaged are in the yellow.
3. Although ELs did not receive a color, their performance has increased by 29.2 points.

School and Student Performance Data

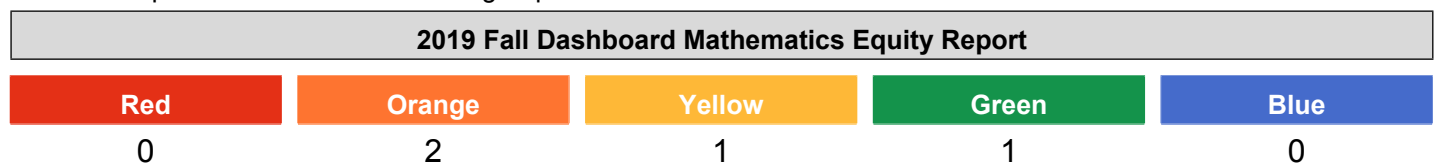
Academic Performance Mathematics

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).






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.

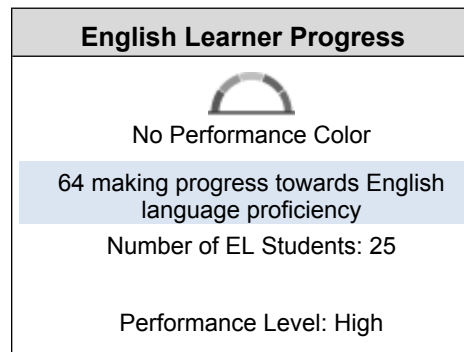
School and Student Performance Data

Academic Performance English Learner Progress

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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

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 data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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

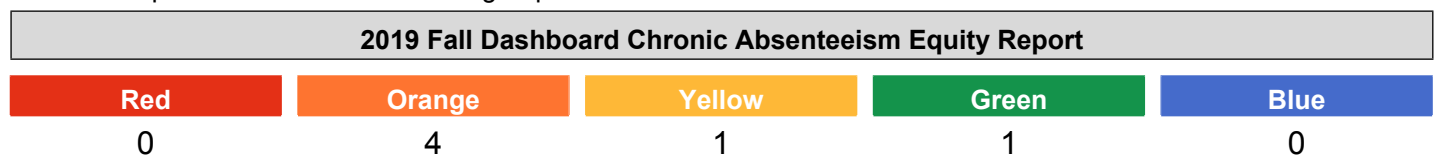
Academic Engagement Chronic Absenteeism

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).







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 data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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.

School and Student Performance Data

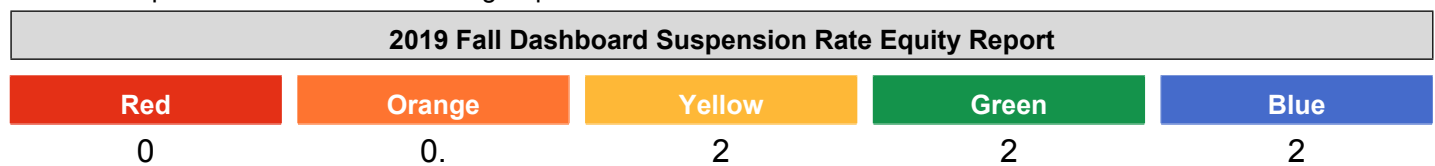
Conditions & Climate Suspension Rate

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).







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 Reported 4
Homeless  No Performance Color Less than 11 Students - Data Not Reported 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 2022, all Learners will meet or exceed their targeted growth in Math by 5%, specifically in mathematical reasoning, as measured by the NWEA MAP assessment.

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 2022 using the communicating reasoning claim on SBAC	Students will show positive growth from 73%	to 78%.
By June of 2022, using NWEA Map Data	Students will show positive growth	increase of 5%

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

Teachers will use of Number Talks daily and build mathematical language through 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.

4000	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

SAI Teachers and IA's will support learning in the general education setting 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.

3500	Title I 1000-1999: Certificated Personnel Salaries Substitute Teachers to provide release time for collaboration, peer observation and lesson study
------	---

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 daily 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.

10,500	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.
--------	---

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 will occur monthly.

Proposed Expenditures for this Strategy/Activity

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

1000

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 will occur weekly.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(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: 2020-21

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

ANALYSIS

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

The implementation was interrupted due to school COVID closures, we are continuing our work from last school year into the current school year.

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

N/A

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.

N/A

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 2022, all Learners will meet or exceed their targeted growth in ELA by 5%, specifically in reading comprehension, as measured by the NWEA MAP assessment.

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 2022, 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.

4880	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 will occur weekly.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(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
------	---

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.

17000	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 daily 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.

16000

Title I
0000: Unrestricted
Achieve 3000

1000

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 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.

10000

Title I
0000: Unrestricted
Materials and Programs, Instructional Software
(Brain Pop, Raz Kids (Learning A to Z), Imagine
Learning)

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.

5000

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.

4000

Unrestricted Lottery
4000-4999: Books And Supplies
Teacher Classroom Supplies

Annual Review

SPSA Year Reviewed: 2020-21

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

ANALYSIS

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

The implementation was interrupted due to school COVID closures, we are continuing our work from last school year into the current school year.

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

N/A

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.

N/A

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 of 2022, Lakeside Farms will have 90% of students feeling connected to school (a sense of belonging) as measured on the Healthy Kids Survey and additional school-wide surveys throughout the school year.

Identified Need

All students will feel connected to school.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
By June 2021 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. This also occurs weekly at our Friday assemblies.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(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

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 improvements and modernization throughout the school year.

Proposed Expenditures for this Strategy/Activity

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

11500

LCFF Base
0000: Unrestricted
Refurbishment of Tables around school campus

931

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.

3000

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.

28500	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 throughout the school year.

Proposed Expenditures for this Strategy/Activity

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

10000	LCFF Base 0001-0999: Unrestricted: Locally Defined Outside Consultants
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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)

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.

1000	LCFF Supplemental 4000-4999: Books And Supplies Counselor Curriculum
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Annual Review

SPSA Year Reviewed: 2020-21

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

ANALYSIS

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

The implementation was interrupted due to school COVID closures, we are continuing our work from last school year into the current school year.

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

N/A

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.

N/A

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

Innovation and Engagement

Goal 4

Students will have the opportunity to explore Agriculture and Gardening throughout the school year.

Identified Need

Connecting Students to learning through innovation and unique experiences.

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)

All Students.

Strategy/Activity

Monthly Garden Lessons for all grade levels via the Sage Garden Project Grant.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(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

Annual Review

SPSA Year Reviewed: 2020-21

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.

N/A

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

N/A

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 for 2021/2022. This goal is primarily funded by the Sage Garden Grant.

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	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$148,811.00

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	\$72,500.00
Title I Parent Involvement	\$931.00

Subtotal of additional federal funds included for this school: \$73,431.00

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	\$39,380.00
LCFF Supplemental	\$5,000.00
Unrestricted Lottery	\$31,000.00

Subtotal of state or local funds included for this school: \$75,380.00

Total of federal, state, and/or local funds for this school: \$148,811.00

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	72,511.00	11.00
Title I Parent Involvement	931.00	0.00
Unrestricted Lottery	31,063.68	63.68
LCFF Base	39,386.88	6.88
	0.00	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF Base	39,380.00
LCFF Supplemental	5,000.00
Title I	72,500.00
Title I Parent Involvement	931.00
Unrestricted Lottery	31,000.00

Expenditures by Budget Reference

Budget Reference	Amount
	2,000.00
0000: Unrestricted	54,500.00
0001-0999: Unrestricted: Locally Defined	10,000.00
1000-1999: Certificated Personnel Salaries	14,000.00
2000-2999: Classified Personnel Salaries	28,500.00
4000-4999: Books And Supplies	26,880.00
5800: Professional/Consulting Services And Operating Expenditures	4,000.00
None Specified	8,931.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	LCFF Base	1,000.00
0000: Unrestricted	LCFF Base	23,500.00
0001-0999: Unrestricted: Locally Defined	LCFF Base	10,000.00
4000-4999: Books And Supplies	LCFF Base	4,880.00
	LCFF Supplemental	1,000.00
4000-4999: Books And Supplies	LCFF Supplemental	1,000.00
None Specified	LCFF Supplemental	3,000.00
0000: Unrestricted	Title I	26,000.00
1000-1999: Certificated Personnel Salaries	Title I	14,000.00
2000-2999: Classified Personnel Salaries	Title I	28,500.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	4,000.00
None Specified	Title I Parent Involvement	931.00
0000: Unrestricted	Unrestricted Lottery	5,000.00
4000-4999: Books And Supplies	Unrestricted Lottery	21,000.00
None Specified	Unrestricted Lottery	5,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	19,000.00
Goal 2	69,880.00
Goal 3	57,931.00
Goal 4	2,000.00

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
- 7 Parent or Community Members

Name of Members	Role
Jim Rosa	Principal
Dean Neal	Parent or Community Member
Cathy Andrews	Classroom Teacher
Lucretia Browning	Other School Staff
Kasey Haynes	Classroom Teacher
Kendall Elliott	Classroom Teacher
Miranda Niederle	Parent or Community Member
Cathy Brannon	Parent or Community Member
Hope Harding	Parent or Community Member
Stacy Kubitz	Parent or Community Member
Rebecca Shaw	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 11/2021.

Attested:



Principal, Jim Rosa on 11/2021



SSC Chairperson, Cathy Brannon on 11/2021

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 2021	

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 site 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 2021 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 administration. 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 math and ELA assessments

- Analysis of 2020-21 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:

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

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 and district MAPs assessments. The math assessment focuses on communicating reasoning in mathematics. In addition MAPs assessments are being used by math and ELA classes.

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. ELA uses EL materials and follows Orenda matices.

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 /listening skills in ELA.

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

Continued use of Math Transformation coaches.

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 180 minutes per week of ELA and mathematics instruction. EL students are provided an additional 180 minute period of EL instruction per week.

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 and data from MAPs assessments.

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 continues 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 starting in October. 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 major inequities were found.
However, supports are in place for all groups of students to insure inequities do not exist.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	0.98%	1.12%	1.0%	8	9	8
African American	4.79%	5.35%	4.6%	39	43	35
Asian	1.35%	1.12%	0.9%	11	9	7
Filipino	0.98%	0.87%	1.3%	8	7	10
Hispanic/Latino	31.57%	31.01%	32.1%	257	249	246
Pacific Islander	0.49%	0.37%	0.4%	4	3	3
White	55.65%	56.54%	55.7%	453	454	427
Multiple/No Response	4.18%	3.61%	4.0%	34	29	31
Total Enrollment				814	803	767

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Grade 6	266	267	276
Grade 7	267	267	249
Grade 8	281	269	242
Total Enrollment	814	803	767

Conclusions based on this data:

1. Decreased Enrollment.
2. Subgroup numbers remain consistent.
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		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	36	38	48	4.4%	4.7%	6.3%
Fluent English Proficient (FEP)	60	58	58	7.4%	7.2%	7.6%
Reclassified Fluent English Proficient (RFEP)	5	4	1	15.2%	11.1%	2.6%

Conclusions based on this data:

1. Number of English Learners increasing over past three years
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.	2517.	21.88	15.07	10.76	36.11	33.46	37.45	23.61	28.31	25.50	18.40	23.16	26.29
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	15.14	39.45	38.80	40.08	22.53	26.07	25.19	16.54	16.28	19.59

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	16.73	48.26	50.92	56.97	22.92	29.15	26.29
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	24.97	50.39	52.15	56.18	19.66	20.00	18.85

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	249	287	272	248	98.3	96.8	95.8
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	779	767	817	778	97.5	96.3	95.6

* 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	
	18-19	19-20	18-19	19-20	18-19	19-20	18-19	19-20
Grade 6	1511.9		1509.4		1513.9		19	
Grade 7	*		*		*		7	
Grade 8	1563.6		1560.9		1565.8		11	
All Grades							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	
	18-19	19-20	18-19	19-20	18-19	19-20	18-19	19-20	18-19	19-20
6	10.53		52.63		15.79		21.05		19	
8	36.36		36.36		27.27		0.00		11	
All Grades	18.92		43.24		18.92		18.92		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	
	18-19	19-20	18-19	19-20	18-19	19-20	18-19	19-20	18-19	19-20
6	31.58		47.37		5.26		15.79		19	
8	45.45		45.45		0.00		9.09		11	
All Grades	37.84		40.54		5.41		16.22		37	

Listening Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	18-19	19-20	18-19	19-20	18-19	19-20	18-19	19-20	
6	10.53		68.42		21.05		19		
8	9.09		81.82		9.09		11		
All Grades	13.51		64.86		21.62		37		

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	18-19	19-20	18-19	19-20	18-19	19-20	18-19	19-20
6	73.68		10.53		15.79		19	
8	72.73		27.27		0.00		11	
All Grades	72.97		16.22		10.81		37	

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	18-19	19-20	18-19	19-20	18-19	19-20	18-19	19-20
6	5.26		26.32		68.42		19	
8	36.36		45.45		18.18		11	
All Grades	13.51		35.14		51.35		37	

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	18-19	19-20	18-19	19-20	18-19	19-20	18-19	19-20
6	15.79		68.42		15.79		19	
8	0.00		100.00		0.00		11	
All Grades	8.11		78.38		13.51		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

Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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

2019-20 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
803	46.2	4.7	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.

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	38	4.7
Foster Youth	1	0.1
Homeless	2	0.2
Socioeconomically Disadvantaged	371	46.2
Students with Disabilities	111	13.8

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	43	5.4
American Indian	9	1.1
Asian	9	1.1
Filipino	7	0.9
Hispanic	249	31.0
Two or More Races	29	3.6
Pacific Islander	3	0.4
White	454	56.5

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

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

2019 Fall Dashboard Overall Performance for All Students

Academic Performance

English Language Arts



Mathematics



Academic Engagement

Chronic Absenteeism



Conditions & Climate

Suspension Rate



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

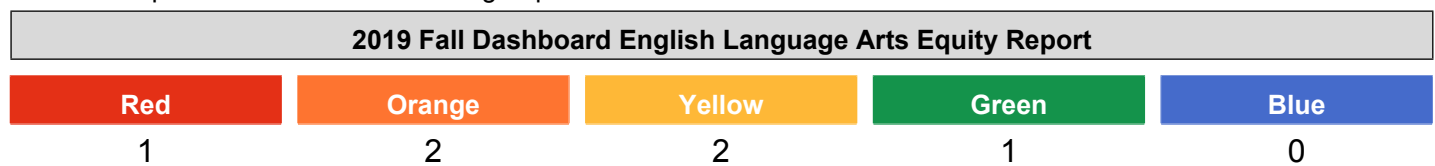
Academic Performance English Language Arts

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).







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 4.3 points above standard Declined -9 points 755		 Orange 61.6 points below standard Declined -11.9 points 57		 No Performance Color 0 Students	
Homeless		Socioeconomically Disadvantaged		Students with Disabilities	
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2		 Orange 19.6 points below standard Declined -9.8 points 318		 Red 98.3 points below standard Declined Significantly -20.6 points 90	

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American  No Performance Color 35.4 points below standard Declined Significantly -18.6 points 31	American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	Asian  No Performance Color 26.2 points above standard 11	Filipino  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8
Hispanic  Yellow 3.3 points below standard Declined -12.4 points 242	Two or More Races  Green 13.8 points above standard Declined -12.7 points 32	Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	White  Yellow 8.7 points above standard Declined -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 114.4 points below standard Declined -10.7 points 28	Reclassified English Learners 10.6 points below standard Increased ++4.6 points 29	English Only 8.3 points above standard Declined -8.1 points 665
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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

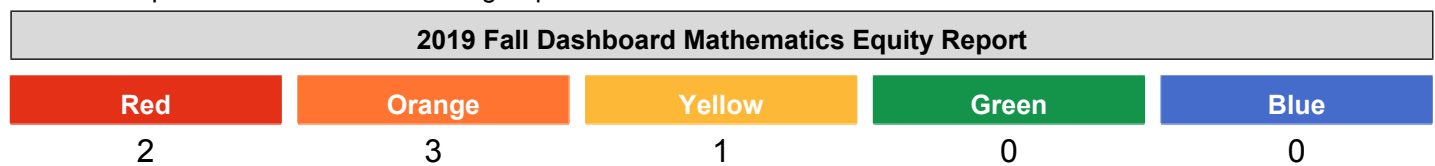
Academic Performance Mathematics

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).






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

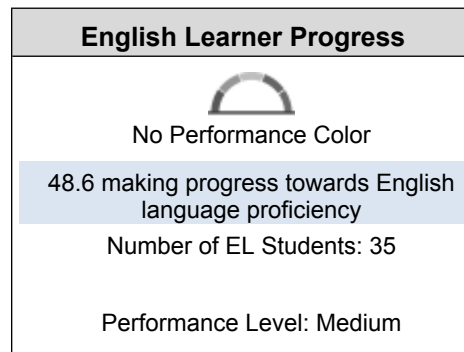
School and Student Performance Data

Academic Performance English Learner Progress

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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
	31.4	5.7	42.8

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 data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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

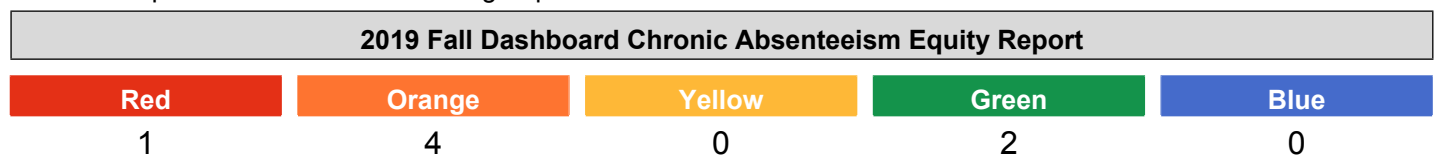
Academic Engagement Chronic Absenteeism

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).







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 data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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.

School and Student Performance Data

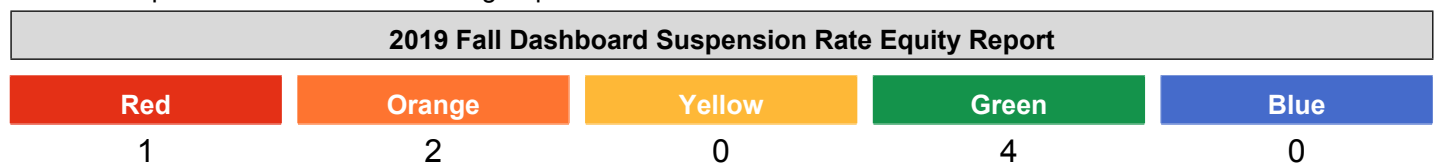
Conditions & Climate Suspension Rate

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).







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 Reported 1
Homeless  No Performance Color Less than 11 Students - Data Not Reported 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	American Indian	Asian	Filipino
 Green 4.3 Declined -3.5 46	 No Performance Color Less than 11 Students - Data 8	 No Performance Color 0 13	 No Performance Color Less than 11 Students - Data 8
Hispanic	Two or More Races	Pacific Islander	White
 Green 5.7 Declined -2.9 279	 Orange 8.1 Increased +5 37	 No Performance Color Less than 11 Students - Data 5	 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 over a few years

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

Based on analysis of the spring 2021 MAPs results, eighty percent* of students not demonstrating proficiency will show at least 10% improvement in reading comprehension of informational text, measured by RIT scores as evidenced through the 2021-2022 MAPs assessments.

Identified Need

Need increased time on target areas instruction based on data from MAPs and teacher assessemnts

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Teacher generated assessments . MAPS	Students will increase scores by 10% between September and June. Scores will increase from 243 average to 257.	Individual students will increase 10%

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 lessons based on teacher developed matrices twice weekly for at least 45 minutes. Teacher generated assessments will monitor growth and teachers will monitor number of weekly minutes.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(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
9602	LCFF Base 4000-4999: Books And Supplies Materials: software and curriculum
1000	Title I 4000-4999: Books And Supplies
	Title I 1000-1999: Certificated Personnel Salaries
	Title I None Specified
	Title I

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

The school will provide a support class of 114 minutes, 2 days per week to English learners, Students with Disabilities, Socio-economically Disadvantaged students and other students who are struggling academically.

Proposed Expenditures for this Strategy/Activity

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

4290	Title I None Specified Support supplies for EL Class
12000	Title I 1000-1999: Certificated Personnel Salaries Support classes for students not reaching standard
5000	Title I 1000-1999: Certificated Personnel Salaries Tutoring before school and after school

Annual Review

SPSA Year Reviewed: 2020-21

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

Academic Achievement - Math

Goal 2

All students will demonstrate 10% growth in the areas of Ratios & Proportional Reasoning as measured by the MAPs assessment. Scores will increase from an average of 223 to 245..

Identified Need

Need is based on teacher generated assessments and MAPS scores.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
MAPs assessment	Students will grow from a 223 average to an average of 245 on MAPs assessment.	All students will demonstrate 10% growth in the areas of Ratios & Proportional 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 on ratios and proportional reasoning will be given to students at least three times per year. Teachers will increase percentage of instructional time devoted on ratios and proportional reasoning from 15 % of instructional time to 20% of instructional time. Teachers will track instructional time on weekly basis.

Proposed Expenditures for this Strategy/Activity

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

35000

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)

Available to all students

Strategy/Activity

Support classes for students not achieving standards. Teachers will recommend students for support classes based on classroom assessments. Students will receive support classes at least one period for at least one 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.

13850.00

Title I
1000-1999: Certificated Personnel Salaries
Support classes - teacher on prep

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)

All students, socioeconomically disadvantaged students and English Learners.

Strategy/Activity

Provide programs that will support the math goal by using CPM materials in depth for struggling students. Extra support for students not meeting performance expectations as measured by classroom assessments and benchmark assessments. Students will receive support for one period per 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.

1000.00

Title I
4000-4999: Books And Supplies
Materials - on line programs

820.00

LCFF Base

	4000-4999: Books And Supplies
0	

Annual Review

SPSA Year Reviewed: 2020-21

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 2020/2021

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 2020 2021 California Healthy Kids survey, our school will increase in student empathetic behaviors, and in their "care deeply" score from the initial survey as measured by school contentedness on the survey. Currently 75 % of students rate positively and our goal is 82.5% by June 2022.

Identified Need

Based on previous year's California Healthy Kids survey, there is a need for social emotional supports for all students.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California Healthy Kids Survey	School connection indicators will show 10% improvement, from 75% to 82.5% or more by June 2022.	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

Each department will focus social emotional development by creating a department goal based on a different aspect of the student profile. Each department will create strategies to deliver goal to students at for at least ten minutes per 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.

1000.00

Title I
1000-1999: Certificated Personnel Salaries

	Release Time to develop school plan for social emotional needs (CREW)
1000.00	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
0	LCFF Supplemental 5800: Professional/Consulting Services And Operating Expenditures

Annual Review

SPSA Year Reviewed: 2020-21

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.

Strategies have been monitored by the California Healthy Kids survey. Survey has indicated growth each year, except dips during COVID.

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 will directly align with specified 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.

Adjustments will be made based on findings from California Healthy Kids survey given in November 2021.

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 during the school day. LMS students will have opportunities to achieve participate in after school enrichment opportunities such as music, robotics, technology, dance, and drama. Project Lead the Way and agriculture Science classes will be available to any student during the school day. The number of participants will increase by 10% from 20/21 to 21/22 as measured by course enrollment.

Identified Need

Provide multiple after school and in school opportunities in arts, science, technology, etc. to connect students to school to increase connections as determined by parent/student surveys.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Student / Parent surveys	Surveys will be conducted twice a year to monitor parent and student access. Access will increase by at least 10% from 20/21 enrollment to 21/22 enrollment.	Access to all students will increase.

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 including socioeconomically disadvantaged and other subgroups.

Strategy/Activity

After / Before school enrichment such as music, dance, robotics, technology, and drama. Enrollments will increase by at least 10% over 20/21 enrollments. Classes will be offered at least once per 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.

13993.

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

Immersion programs will be available during school and before school as monitored by enrollment. Enrollment will increase 10% over 20/21 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.

5000.00

LCFF Base
1000-1999: Certificated Personnel Salaries
Before school programs.

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)

All students

Strategy/Activity

Science Enrichment - Project Lead the Way Engineering Program enrollment will increase 10% over 20/21 enrollment.

Proposed Expenditures for this Strategy/Activity

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

1500.00

LCFF Base
4000-4999: Books And Supplies
PLTW program enrollment and materials

3000.00

LCFF Base
5800: Professional/Consulting Services And
Operating Expenditures

3500.00	Unrestricted Lottery Lottery science materials
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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

Instructional Strategies - Academic Interventions for all students available after or before 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.

1500.00	LCFF Base 1000-1999: Certificated Personnel Salaries Release time to address academic interventions and enrichment
10000.46	LCFF Base 4000-4999: Books And Supplies Technology supplies, classroom budgets
37864.31	Unrestricted Lottery 4000-4999: Books And Supplies Teacher budgets

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

Low SES students, students with disabilities

Strategy/Activity

Additional Counseling support to low SES and EL students during June 2022 as monitored by counselor conference log. Number of conferences will increase 10% over June 2021 number.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(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	Title I 1000-1999: Certificated Personnel Salaries Counselor support
0	Unrestricted Lottery

	4000-4999: Books And Supplies
0	Unrestricted Lottery 4000-4999: Books And 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

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(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 1000-1999: Certificated Personnel Salaries
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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)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

0	LCFF Base 1000-1999: Certificated Personnel Salaries
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Annual Review

SPSA Year Reviewed: 2020-21

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 goals implemented and effective

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 in the budget will reflect goals.

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.

Any changes will be made through school site council.

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. Number of meetings will increase from 20/21 school year by 10% for 21/22 as measured by number of sign-in sheets.

Identified Need

Need is expressed in parent component of healthy kids survey.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parents sign in sheets	Number of parents attending parent nights will increase by 10% over previous year, measured by sign-in sheets.	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)

All students

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.

1106.00

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)

All students

Strategy/Activity

Parent communication tools-planners will be distributed first week of 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.

	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

Annual Review

SPSA Year Reviewed: 2020-21

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 has been positive.

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

No differences

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.

Possibly increase number of meetings over 10%

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	\$182,557.77

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	\$86,140.00
Title I Parent Involvement	\$1,106.00

Subtotal of additional federal funds included for this school: \$87,246.00

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	\$53,947.46
LCFF Supplemental	\$0.00
Unrestricted Lottery	\$41,364.31

Subtotal of state or local funds included for this school: \$95,311.77

Total of federal, state, and/or local funds for this school: \$182,557.77

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	86,140.00	0.00
Title I Parent Involvement	1,106.00	0.00
LCFF Base	53,947.46	0.00
LCFF Supplemental	0	0.00
Unrestricted Lottery	41,364.31	0.00

Expenditures by Funding Source

Funding Source	Amount
	0.00
LCFF Base	53,947.46
LCFF Supplemental	0.00
Title I	86,140.00
Title I Parent Involvement	1,106.00
Unrestricted Lottery	41,364.31

Expenditures by Budget Reference

Budget Reference	Amount
	0.00
1000-1999: Certificated Personnel Salaries	67,002.00
4000-4999: Books And Supplies	65,659.77
5800: Professional/Consulting Services And Operating Expenditures	41,000.00
5900: Communications	1,106.00
None Specified	4,290.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
		0.00
1000-1999: Certificated Personnel Salaries	LCFF Base	24,152.00
4000-4999: Books And Supplies	LCFF Base	24,795.46
5800: Professional/Consulting Services And Operating Expenditures	LCFF Base	5,000.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF Supplemental	0.00
1000-1999: Certificated Personnel Salaries	Title I	42,850.00
4000-4999: Books And Supplies	Title I	3,000.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	36,000.00
None Specified	Title I	4,290.00
5900: Communications	Title I Parent Involvement	1,106.00
	Unrestricted Lottery	3,500.00
4000-4999: Books And Supplies	Unrestricted Lottery	37,864.31

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	34,892.00
Goal 2	56,329.00
Goal 3	6,000.00
Goal 4	81,357.77
Goal 5	3,979.00

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
Steve Mull	Principal
John Dungan	Classroom Teacher
Melissa Olson	Classroom Teacher
Jason Justeson	Classroom Teacher
Jenn Scott	Parent or Community Member
Chenoa Bost	Parent or Community Member
Cathy McBride	Parent or Community Member
Marta Rico	Other School Staff
Leah Hayhurst	Secondary Student
Coty Foster	Secondary Student
	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 10/11/21.

Attested:

Principal, Steve Mull on 10/11/21
SSC Chairperson, on 10/11/21

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
Lakeview Elementary School	37681896038368	10/18/2021	

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. 92% of Lakeview students reported feeling Safe at school. 88% report a feeling of Connectedness to school. 92% report high levels of Student Engagement. One category that revealed an area of need was with respect to "Caring Relationships." The data obtained from the CHKS was used to drive Lakeview's Goal #3 in the SPSA.

Lakeview also conducted a Comprehensive Needs Assessment with our parent community. Through this survey, Lakeview identified three areas of need.

- * Extra support for students below grade level
- * Take time to make sure each student is valued and heard
- * Frequent and consistent communication with parents

This input from our parent community contributed to the development of our site goals.

In addition to the CHKS and Comprehensive Needs Assessment, Lakeview continues to draw upon the feedback we received when participating in a Discovery Study with Orenda Education. The data collected during this study revealed a need for increased collaboration for calibration work. The recommendation was to implement a formal curriculum alignment matrix from priority standards, creating common formative assessments as "checkpoints" to monitor achievement towards grade level expectations, utilize data from checkpoints to plan collaboratively, and create instructional agreements to support high levels of powerful teaching. The data from this discovery study revealed a need to provide teachers with opportunities to plan lessons, observe one another and debrief best practices. Finally, the discovery study also highlighted a need for additional materials, supplies and supplemental curriculum for our dual immersion 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.

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 both 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. Teachers would benefit from additional 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.
- * Teachers would benefit from professional development in the areas of small group and differentiated instruction.
- * Struggling learners would benefit from additional support and academic interventions.
- * 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)

Due to the Covid-19 Pandemic, we did not administer the CAASPP this year. Instead of CAASPP we are using local measures which include NWEA MAP, End of Unit Assessments, DiBELS, and EDL2 to monitor progress. We also administered the ELPAC assessment to all English Learners.

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

- Analysis of 2018-19 CAASPP scores
- Analysis of NWEA MAP Data
- Analysis of 2020-2021 ELPAC 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 70% 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.

ELPAC: We need to continue focusing on vocabulary acquisition and language development.

Analysis of CAASPP Math results indicate 60% of Lakeview students met or exceeded the standard school wide. By grade, 65% of 3rd graders, 58% of 4th graders, and 56% 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 student demographics data shows that Lakeview had 20 English Learners school wide. Our most recent CAASPP data indicates that our English Learners scored 2.7 points below standard in English Language Arts and 31.4 points below standard in Math. 47.8% of Lakeview's English Learners are making progress toward English Language Proficiency.

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

Lakeview utilizes district benchmark assessments (NWEA MAP, 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 33 classroom teachers that are fully credentialed. 4 of those teachers are fully credentialed SAI teachers, 1 credentialed SLP and 1 credentialed Counselor. There are no mis-assigned 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 Multi-Tiered Systems of Support Teacher on Special Assignment (shared with multiple sites)
- * 2 Learning Loss Mitigation Teachers who provide additional support in the area of reading decoding and fluency for under-performing students
- * 1 district Language Teacher on Special Assignment
- * 1 district Technology Instructional Coach 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)

LUSD is following the state mandated minimum number of instructional minutes which are as follows:

Daily Instructional Minutes:
Kindergarten: 180 minutes
Grades 1-3: 230 minutes
Grades 4-5: 240 minutes

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 embedded 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)

Lakeview does not receive categorical funding.

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 2021-2022 SPSA included multiple data measures for the purpose of gathering input from all stakeholders.

On June 2, 2021, all LUSD teachers participated in a district-wide data analysis day. Lakeview Staff reviewed previous assessment data, current MAP 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 2020-2021 school year and reported out their results. From this information, our staff identified effective strategies and drafted our 2021-2022 areas of focus.

Lakeview also utilized results from the 2021 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. 92% of Lakeview students reported feeling Safe at school. 88% report a feeling of Connectedness to school. 92% report high levels of Student Engagement. One category that revealed an area of need was with respect to "Caring Relationships." The data obtained from the CHKS was used to drive Lakeview's Goal #3 in the SPSA.

Lakeview also conducted a Comprehensive Needs Assessment with our parent community. Through this survey, Lakeview identified three areas of need.

- * Extra support for students below grade level
- * Take time to make sure each student is valued and heard
- * Frequent and consistent communication with parents

This input from our parent community contributed to the development of our site goals. Lakeview's Site Instructional Leadership Team spent a full day taking a "deep dive" into our data. We disaggregated our data to focus on specific student subgroups. Through this process we discovered that two subgroups, English Language Learners and Students With Disabilities, are underperforming in comparison to their grade level counterparts.

On September 25, 2021, Lakeview teachers participated in a Goal Setting Day, during which we engaged in discussion to review all data, revisit goals, and worked in grade level teams to identify both Lag and Lead Measures. Teachers also collaborated to determine what resources need to be funded in order to achieve these goals. We completed a needs assessment for the current school year, and addressed the barriers to providing equitable educational opportunities for all students, with particular focus on 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 Materials & Supplies and Achieve 3000 software. Our staff feels that both expenditures have resulted in positive student outcomes. This year, the addition of two Learning Loss Mitigation teachers will allow us 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). Both Achieve 3000 and Imagine Learning are research-based programs 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		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	0.83%	0.99%	0.8%	6	7	5
African American	0.97%	0.99%	0.8%	7	7	5
Asian	0.28%	0.28%	0.5%	2	2	3
Filipino	1.11%	0.7%	0.8%	8	5	5
Hispanic/Latino	25.28%	25.35%	27.2%	182	180	178
Pacific Islander	0.28%	0.42%	0.5%	2	3	3
White	69.72%	68.73%	67.0%	502	488	439
Multiple/No Response	1.53%	2.54%	2.6%	11	18	17
Total Enrollment				720	710	655

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Kindergarten	108	132	92
Grade 1	126	106	126
Grade 2	123	118	95
Grade3	133	121	116
Grade 4	109	119	116
Grade 5	121	114	110
Total Enrollment	720	710	655

Conclusions based on this data:

1. The largest student group at Lakeview is White students at 67%
2. The second largest student group at Lakeview, the Hispanic/Latino subgroup, has grown from 25.35% to 27.2%
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		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	26	21	20	3.6%	3.0%	3.1%
Fluent English Proficient (FEP)	14	14	10	1.9%	2.0%	1.5%
Reclassified Fluent English Proficient (RFEP)	6	4	0	23.1%	15.4%	0.0%

Conclusions based on this data:

1. The percentage of English Learners at Lakeview has slightly increased from 3.0% in 2019-2020 to 3.1% in 2020-2021.
2. The number of Fluent English Proficient students has decreased from 14 in 2019-2020 to 10 in 2020-2021
3. The number of students reclassified to Fluent English Proficient significantly decreased from 4 students in 2020 to 0 students in 2021.

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 +26 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. 60% of our students met or exceeded the achievement standards for Math.
2. Our Average DFS increased from +5 in 2018 to +13 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	
	18-19	19-20	18-19	19-20	18-19	19-20	18-19	19-20
Grade K	*		*		*		*	
Grade 1	*		*		*		*	
Grade 2	*		*		*		6	
Grade 3	*		*		*		5	
Grade 4	*		*		*		*	
Grade 5	*		*		*		8	
All Grades							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	
	18-19	19-20	18-19	19-20	18-19	19-20	18-19	19-20	18-19	19-20
All Grades	18.52		48.15		29.63		3.70		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	
	18-19	19-20	18-19	19-20	18-19	19-20	18-19	19-20	18-19	19-20
All Grades	51.85		25.93		18.52		3.70		27	

Listening Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	18-19	19-20	18-19	19-20	18-19	19-20	18-19	19-20	
All Grades	22.22		70.37		7.41		27		

Speaking Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	18-19	19-20	18-19	19-20	18-19	19-20	18-19	19-20	
All Grades	59.26		37.04		3.70		27		

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	18-19	19-20	18-19	19-20	18-19	19-20	18-19	19-20
All Grades	11.11		66.67		22.22		27	

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	18-19	19-20	18-19	19-20	18-19	19-20	18-19	19-20
All Grades	14.81		77.78		7.41		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

Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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

2019-20 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
710	32.5	3.0	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.

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	21	3.0
Foster Youth	1	0.1
Socioeconomically Disadvantaged	231	32.5
Students with Disabilities	132	18.6

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	7	1.0
American Indian	7	1.0
Asian	2	0.3
Filipino	5	0.7
Hispanic	180	25.4
Two or More Races	18	2.5
Pacific Islander	3	0.4
White	488	68.7

Conclusions based on this data:


1. The largest student group at Lakeview is White students at 68.7%
2. 32.5% of Lakeview's student population is Socioeconomically Disadvantaged.
3. Students with Disabilities make up 18.6% of Lakeview's student population.

School and Student Performance Data

Overall Performance

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

2019 Fall Dashboard Overall Performance for All Students

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

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

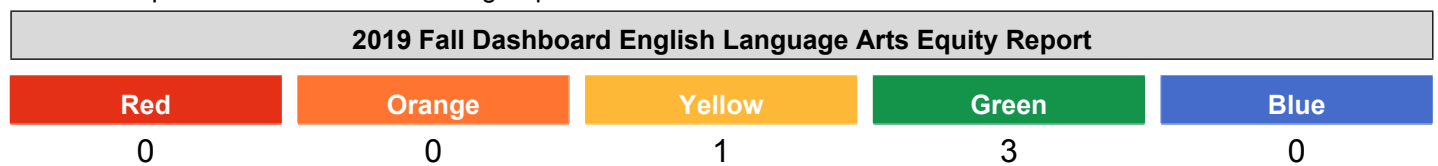
Academic Performance English Language Arts

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).







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
 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	 No Performance Color 0 Students	 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

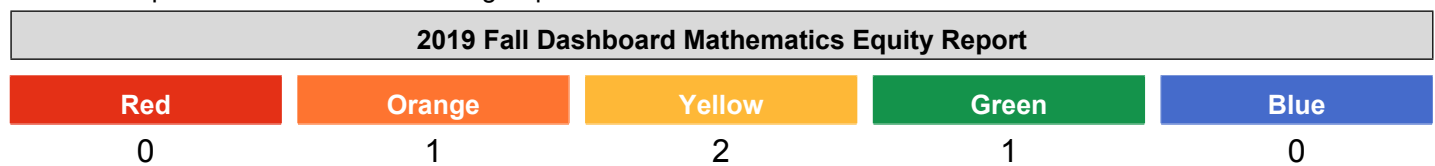
Academic Performance Mathematics

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).






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.

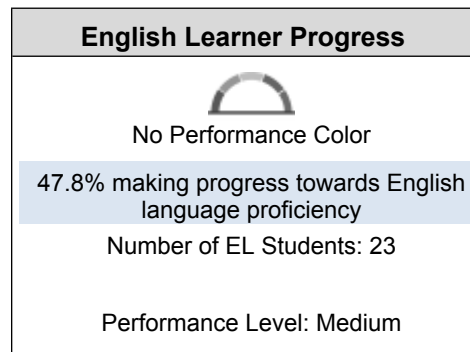
School and Student Performance Data

Academic Performance English Learner Progress

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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
17.3	34.7	4.3	43.4

Conclusions based on this data:

- 43.4% of Lakeview's English Learners progressed at lease one ELPI level.
- Lakeview's overall performance level is "Medium".
- 47.8% of our students are making progress toward English language proficiency.

School and Student Performance Data

Academic Performance College/Career

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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

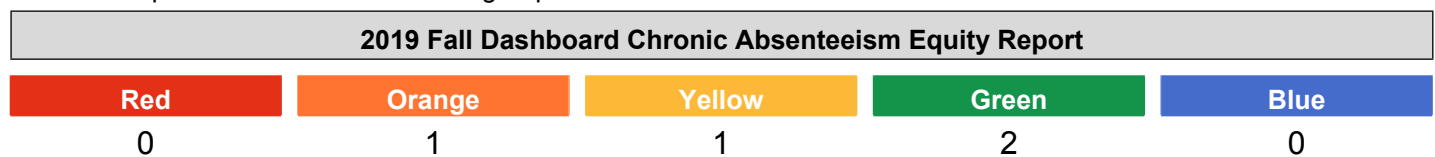
Academic Engagement Chronic Absenteeism

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).







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 data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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. No data available

School and Student Performance Data

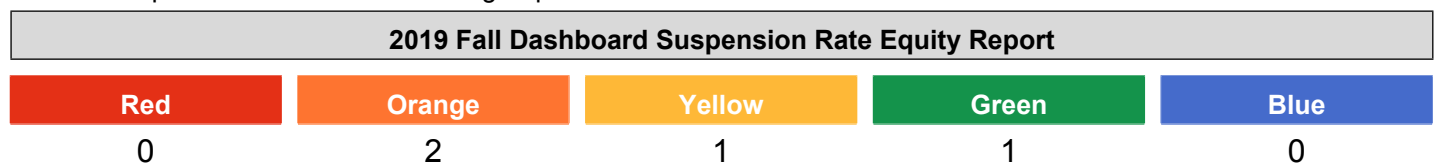
Conditions & Climate Suspension Rate

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).






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	English Learners	Foster Youth	Homeless	Socioeconomically Disadvantaged
 Green 0.7 Maintained 0 736	 No Performance Color 3.7 Increased +3.7 27	 No Performance Color Less than 11 Students - Data Not Reported 1		 Orange 1.7 Increased +0.6 232
				 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, placing 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 2022, all students will show a minimum of +5 points growth across the Reading & Language Usage strands as measured by NWEA MAP.

Identified Need

Because CAASPP was not administered in 20-21, an in-depth analysis of our 18-19 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
- * Struggling students will receive 30 minutes of targeted reading intervention twice/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 2022, 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	to a mean RIT 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 support programs Smarty Ants (grades K-2) and Achieve 3000 (grades 3-5) three times per week to target academic deficits in Reading Fluency and Reading Comprehension. These programs provide remediation to close achievement gaps for all students, as well as specific 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.

16590

LCFF Base

Achieve 3000, Smarty Ants Site License (We are currently in Year 3 of a three-year contract with Achieve 3000)

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

Teachers will use norm referenced NWEA MAP three times per year for the purpose of monitoring student progress and 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.

0

LUSD has provided funding for this resource for the 21-22 academic year.

0

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 in Grades K-5 will use the application SeeSaw daily to access assignments, receive feedback on work, and practice reading fluency. SeeSaw allows teachers to monitor student's oral reading fluency/rate to target areas of need and close the achievement gap for all students, as well as targeted student groups such as Students with Disabilities and English Language Learners.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(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

4000-4999: Books And Supplies
LUSD has provided funding for this resource for the 21-22 academic year.

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

Students will utilize white boards three times per week during small group instruction to practice writing fluency and sight word recognition/practice (Grades K-2) Small group instruction and reading intervention allows the teacher to target areas of need and close the achievement gap for all students, as well as targeted student groups such as Students with Disabilities and English Language Learners.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(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
4000-4999: Books And Supplies
Student White Boards

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

Teachers will receive a half-day release, three times per year, to administer 1:1 assessments for the purpose of monitoring students growth and progress towards site-developed goals. Teachers will analyze their data and provide reports for families outlining students' areas of strength and areas where improvement is needed. This strategy provides teachers with data to address potential achievement gaps for all students, as well as targeted student groups such as Students with Disabilities, and English Language Learners.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(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

Unrestricted Lottery
1000-1999: Certificated Personnel Salaries
Teacher Release Time for Assessments/Data
Collection (Other Half Allocated in Goal #2)

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 receive a half-day release, three times per 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. Grade level teams will collaborate to align and calibrate their curriculum to the Common Core State Standards using their grade level matrix and resources such as "The Common Core Companion for English Language Arts."

Proposed Expenditures for this Strategy/Activity

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

3000

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 participate in alignment & calibration work. (Other Half Allocated in Goal #2)

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

Teachers will be provided with funds to purchase classroom materials and supplies for the purpose of supporting and maintaining the ongoing instructional program in English & Spanish Language Arts.

Proposed Expenditures for this Strategy/Activity

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

6300

Unrestricted Lottery
4000-4999: Books And Supplies
Supplemental Instructional Materials

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

The school site will maintain supplies and office equipment (Printers, Xerox Copiers, Risos, Laminator/Film, Ink/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.

4000

Unrestricted Lottery
4000-4999: Books And Supplies
Office Supplies, Equipment & Maintenance

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

English Language Learners / Hispanic

Strategy/Activity

English Learners will utilize the research-based application Imagine Learning for at least 15 minutes, three times per week, to build English language vocabulary , increase reading fluency and comprehension, and strengthen writing skills. This program will provide language acquisition development to close achievement gaps for EL and Hispanic 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.

0

4000-4999: Books And Supplies
Imagine Learning - Language & Literacy.
*LUSD has provided funding for this resource for the 21-22 academic year.

Strategy/Activity 10

Students to be Served by this Strategy/Activity

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

Spanish Immersion Students

Strategy/Activity

Spanish Immersion Students will utilize the research-based application Imagine Español at least 3 times per week to build English language vocabulary , increase reading fluency and comprehension, and strengthen writing skills. This program will provide language acquisition development and close the achievement gap for our Spanish Immersion students as a result of limited exposure to the target language during the Covid-19 pandemic.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(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

4000-4999: Books And Supplies
Imagine Español
*LUSD has provided funding for this resource for the 21-22 academic year.

Strategy/Activity 11

Students to be Served by this Strategy/Activity

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

English Language Learners / Hispanic / Foster Youth

Strategy/Activity

Students will have access to novels and short stories in both informational and literary text for the purpose of supporting reading skills such as close reading, citing text evidence, and developing vocabulary. These materials will be purchased so that targeted student groups have access to a variety of reading sources, at varying levels of complexity, in an effort to provide differentiated resources and increase academic 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.

3000

Unrestricted Lottery
4000-4999: Books And Supplies
Informational and Literary Text - Student Literature

Strategy/Activity 12

Students to be Served by this Strategy/Activity

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

Dual Immersion Students

Strategy/Activity

Spanish Immersion teachers will purchase class sets of novels and small group instruction books in Spanish for our Dual Immersion students. Each grade level will receive \$1000 for the purchase of class set or small group sets of novels in Spanish.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(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
Class sets and small group sets of
books/novels/chapter books

Strategy/Activity 13**Students to be Served by this Strategy/Activity**

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

All / SWD

Strategy/Activity

Learning Loss Mitigation Teachers will provide students with targeted, small group intervention in phonics, decoding and reading fluency for 30 minutes, twice per week. This intervention will close the achievement gap resulting from the Covid-19 pandemic for our struggling learners. The Dibels Assessment will be conducted on K-2 students every six weeks for the purpose of monitoring progress on students' academic 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.

1500

Unrestricted Lottery
4000-4999: Books And Supplies
Heggerty Supplemental Instructional Materials
for K, 1st and Intervention Teachers

0

1000-1999: Certificated Personnel Salaries
2 Learning Loss Mitigation Teachers (LUSD has
provided funding for this resource for the 21-22
academic year)

1000

Unrestricted Lottery
4000-4999: Books And Supplies
DIBELS testing materials for the purpose of
monitoring progress on students' academic
growth

Strategy/Activity 14**Students to be Served by this Strategy/Activity**

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

All 4th and 5th Grade Students

Strategy/Activity

All students in grades 4 and 5 will receive targeted writing instruction daily. Teachers will utilize mentor texts, direct instruction and anchor charts.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(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 5800: Professional/Consulting Services And Operating Expenditures Mentor Text Professional Development
1000	Unrestricted Lottery 4000-4999: Books And Supplies Mentor Text Supplemental Materials
500	Unrestricted Lottery 4000-4999: Books And Supplies Chart Paper and Markers for Anchor Charts
880	Unrestricted Lottery 4000-4999: Books And Supplies Class Set of Dictionaries / Thesaurus
1000	Unrestricted Lottery 4000-4999: Books And Supplies Quick Words Writing Handbook

Annual Review

SPSA Year Reviewed: 2020-21

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 2022, 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 18-19 CAASPP data indicates that school-wide, 40% 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
By June 2022, using a site-developed rubric as a performance indicator,	students will increase from their individually assessed baseline and	increase their ability to communicate mathematical reasoning by one full band.

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 twice per week as a tool for communicating mathematical reasoning when solving weekly word problem challenges as measured by a grade-level generated rubric. Students in Grades K-5 will use the application SeeSaw to to access assignments, receive feedback on work, provide evidence of understanding when explaining their mathematical thinking. SeeSaw allows teachers to target areas of need and close the achievement gap for all students, as well as targeted student groups such as Students with Disabilities and English Language Learners.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(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

*LUSD has provided funding for this resource for the 21-22 school year

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

Teachers will receive a half-day release, three times per year, to administer 1:1 assessments for the purpose of monitoring students growth and progress towards site-developed goals. Teachers will analyze their data and provide reports for families outlining students' areas of strength and areas where improvement is needed. This strategy provides teachers with data to address achievement gaps for all students, as well as targeted student groups such as Students with Disabilities, and English Language Learners.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(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

Unrestricted Lottery
1000-1999: Certificated Personnel Salaries
Teacher Release Time for Assessment/Data Collection (Other half allocated in Goal #1)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Teachers will receive a half-day release, three times per year, to review assessment data, set goals and discuss targeted interventions for struggling students. 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. Grade level teams will collaborate to align their curriculum to the Common Core State Standards using the resource "The Common Core Companion for 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.

1500

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 collaborate on targeted interventions for struggling students. (Other half allocated in Goal #1)

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 be provided with funds to purchase classroom materials and supplies for the purpose of supporting and maintaining the ongoing instructional program 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.

6300

Unrestricted Lottery

Supplemental Instructional Materials (Other half 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

The school will maintain supplies and office equipment (Printers, Xerox Copiers, Risos, Laminator/Film, Ink/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.

4000	Unrestricted Lottery 5000-5999: Services And Other Operating Expenditures Office Supplies, Equipment & Maintenance (Other half allocated in Goal #1)
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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)

All Students

Strategy/Activity

Students will utilize white boards during small group instruction twice per week to practice solving word problems using the Part/Part/Whole template (Grades K-2) Small group instruction and intervention allows the teacher to target areas of need and close achievement gaps for all students, s well as targeted student groups such as students with disabilities and English Language Learners.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(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 4000-4999: Books And Supplies Student White Boards with part/part/whole, ten frames, and number lines
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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

Teachers in grades 1-5 will use norm-referenced NWEA MAP three times per year for the purpose of monitoring student progress and 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.

0	4000-4999: Books And Supplies
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	*LUSD has provided funding for this resource for the 21-22 academic year
0	

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

English Language Learners

Strategy/Activity

Teachers will use the California ELD Standards Companion as a resource for providing access to the Common Core State Standards in Math. Teachers will utilize this resource during weekly PLC planning 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.

0	California ELD Standards Companion purchased in 20-21
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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)

English Language Learners

Strategy/Activity

English Learners will utilize the research-based application "Imagine Math" 3 times per week to build problem-solving skills and conceptual understanding in Math. Imagine Math provides language support for English learners while building their academic vocabulary 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.

0	4000-4999: Books And Supplies *LUSD has provided funding for this resource for the 21-22 academic year
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Annual Review

SPSA Year Reviewed: 2020-21

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 2022, Lakeview will increase School Connectedness from 88% to 93% as measured by the California Healthy Kids Survey.

Identified Need

After an in-depth analysis of the 2020-2021 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, 88% of students and parents reported that they feel like they are a part of the school. While this was an increase from the previous year's data, our staff feels that it continues to be an area of need in comparison to other categories.

We will work towards this goal by

- * Conducting daily morning meetings / community circles / exit activities
- * Intentionally engaging students in 1:1 conversations
- * Encouraging parent involvement through consistent communication through a variety of platforms
- * Engaging with students through synchronous instruction/interactions when they are on Covid leave.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
By June 2022, the level of school connectedness will increase	from 88% in 2021	to 93% in 2022 as measured by the School Connectedness Category in the California Healthy Kids Survey.

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 will be provided daily for Kindergarten students for the purpose of increasing student safety, and assisting students 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.

10000

LCFF Base
2000-2999: Classified Personnel Salaries
Kindergarten Playground Coverage

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, reviewing protocols, discussing positive behavior interventions & supports and strategies for dealing with playground issues.

Proposed Expenditures for this Strategy/Activity

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

18000

LCFF Base
2000-2999: Classified Personnel Salaries
Playground Coordinator Additional Hours

1200

Unrestricted Lottery
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 3 times per year. She will also support teachers as needed with implementing multi-tiered systems of support for the purpose of providing both academic and social-emotional support for students.

Proposed Expenditures for this Strategy/Activity

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

0

1000-1999: Certificated Personnel Salaries
MTSSA TOSA to provide support, resources
and PD for staff

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

The School 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

Unrestricted Lottery
4000-4999: Books And Supplies
Materials and Supplies for Counselor-Run
Social Skills Groups

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

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(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 utilize "Orange Folders" as a tool for communicating with families and to aid in the exchange of materials and important documents.

Proposed Expenditures for this Strategy/Activity

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

1000	Unrestricted Lottery 0000: Unrestricted Orange Communication Folders
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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

Teachers in grades 3-5 will utilize Student Planners as a means of enhancing home/school communication, reinforcing student responsibility and teaching essential organizational skills.
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Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(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	LCFF Base 4000-4999: Books And Supplies Student Planners
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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/Families

Strategy/Activity

Lakeview will send out weekly parent communications in an effort to increase school connectedness. The purpose of weekly newsletters is to inform parents of evolving policies and procedures, communicating important events and sending out reminders.
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Proposed Expenditures for this Strategy/Activity

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

150	LCFF Base 4000-4999: Books And Supplies S'more Online Newsletter Program
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Annual Review

SPSA Year Reviewed: 2020-21

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

The district and school sites will pursue purposeful and innovative instructional models to foster high levels of student engagement and ensure that all students are academically challenged.

Goal 4

By June 2022 Lakeview will complete our No Excuses University Compact and submit our application to become a certified No Excuses University Campus.

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)

All Students

Strategy/Activity

Lakeview's Site Instructional Leadership Team will meet monthly to complete our NEU compact and application.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(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

Grade Level Lead Teachers from our Site Leadership Team will lead grade level collaborative conversations monthly around NEU's Six Exceptional Systems during PLC 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.

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

Lakeview will utilize "Seed Money" allocated from LUSD's LCAP to train additional staff and/or attend NEU's Boot Camp.

Proposed Expenditures for this Strategy/Activity

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

1700.00

Unrestricted Lottery
5800: Professional/Consulting Services And
Operating Expenditures

100.00

LCFF Base
5800: Professional/Consulting Services And
Operating Expenditures

Annual Review

SPSA Year Reviewed: 2020-21

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

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	\$99,720.00

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	\$46,340.00
Unrestricted Lottery	\$53,380.00

Subtotal of state or local funds included for this school: \$99,720.00

Total of federal, state, and/or local funds for this school: \$99,720.00

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	53,387.48	7.48
LCFF Base	46,380.63	40.63
LCFF Supplemental	0	0.00

Expenditures by Funding Source

Funding Source	Amount
	0.00
LCFF Base	46,340.00
Unrestricted Lottery	53,380.00

Expenditures by Budget Reference

Budget Reference	Amount
	22,890.00
0000: Unrestricted	1,000.00
1000-1999: Certificated Personnel Salaries	10,500.00
2000-2999: Classified Personnel Salaries	29,200.00
4000-4999: Books And Supplies	29,330.00
5000-5999: Services And Other Operating Expenditures	4,000.00
5800: Professional/Consulting Services And Operating Expenditures	2,800.00

Expenditures by Budget Reference and Funding Source

Budget Reference

Funding Source

Amount

		0.00
1000-1999: Certificated Personnel Salaries		0.00
4000-4999: Books And Supplies		0.00
	LCFF Base	16,590.00
2000-2999: Classified Personnel Salaries	LCFF Base	28,000.00
4000-4999: Books And Supplies	LCFF Base	1,650.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF Base	100.00
	Unrestricted Lottery	6,300.00
0000: Unrestricted	Unrestricted Lottery	1,000.00
1000-1999: Certificated Personnel Salaries	Unrestricted Lottery	10,500.00
2000-2999: Classified Personnel Salaries	Unrestricted Lottery	1,200.00
4000-4999: Books And Supplies	Unrestricted Lottery	27,680.00
5000-5999: Services And Other Operating Expenditures	Unrestricted Lottery	4,000.00
5800: Professional/Consulting Services And Operating Expenditures	Unrestricted Lottery	2,700.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	49,770.00
Goal 2	15,800.00
Goal 3	32,350.00
Goal 4	1,800.00

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
Jessa Smith	Parent or Community Member
Sarah Ottonello	Parent or Community Member
Samantha Lee	Parent or Community Member
Patience Overy	Parent or Community Member
Laura Grosset	Classroom Teacher
Amanda Elson	Classroom Teacher
Tamara Drake-Connolly	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: 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 10/18/2021.

Attested:

Principal, Staci Arnold on 10/18/2021

SSC Chairperson, Jessa Smith on 10/18/2021

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
Lemon Crest Elementary School	37681896110092	10/28/2021	

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.

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 our school site. The CHKS provides an opportunity for students to provide input 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. In addition to administrator observations, teachers are also given the opportunity to observe colleagues to watch different strategies for best practice.

The summary of findings is as follows:

Our English Learners academic proficiency is 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

Expeditionary Learning provides students with deeper learning experiences which foster high levels of engagement, and less behavior issues in the classroom.

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

Students need in person, engaging instruction to close the gaps created by the Covid 19 pandemic

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 (as the SBAC was waived during the 20-21 school year)
Review/comparison of Winter 2020 and Winter 2021 NWEA MAP Data in both Reading and Math
Review of 2021 ELPAC scores and reclassification rates
Achieve 3000 data
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 70% during the 2020-2021 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 2019-2020 NWEA MAP test.

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

NWEA MAP scores, 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 29 fully credentialed teachers . There are no mis-assigned 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 90 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 a site specific MTSS TOSA. Our TOSA helps with behavior and social emotional learning, and its impact on academic performance. This TOSA also helps to support strategies and interventions to close the achievement gap of struggling students. This TOSA is also responsible for the KidWatch process, which tracks at risk students' progress and academic achievement. At Lemon Crest, we also have implemented an intervention program to support teachers and student learning. This program is currently targeting grades 1 & 2, with the intention of expanding to all grade levels in the winter of 2022. Learning Loss Mitigation teachers are currently using the research based program Explode the Code to help fill learning gaps in phonics and phonemic awareness.

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. Nine classrooms are also implementing Expeditionary Learning, which aligns with the standards outlined in the district adopted Alignment & Calibration frameworks.

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, Imagine Learning, 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 are also developing virtual parent classes and seminars to help through the pandemic. These classes will offer parents' strategies to assist their children with asynchronous work, difficult standards and concepts, regular attendance, and socio-emotional support. It will also provide parents a place to ask questions, express frustrations and concerns, and share their feelings and experiences with other community members.

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)

Intervention:

Our intervention program is a data driven intervention system that addresses the needs of our high risk students by targeting specific phonics and phonemic awareness standards which students find challenging to master. It is funded by through the District's general fund.

This year we began intervention in late September, targeting first and second grade students, with a focus on phonics and phonemic awareness. Intervention teachers meet with each class for 30 minutes to keep students engaged, as well as work with students to master critical ELA standards.

Dibels and NWEA MAP were used as baseline assessments to create student groups. These groups are meant to be fluid, and will change as students master targeted skills that are leading to their achievement gap.

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 2021- 2022 SPSA. On September 24, 2021, all LUSD teachers participated in a professional development day, which included a site opportunity to review school goals and analyze data. Lemon Crest Staff reviewed Fall NWEA MAP data, the previous year's Illuminate discipline data, and

literacy data. 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 discussed both effective and ineffective strategies that had been put into place during the 2020-2021 school year. From those discussions, we reviewed our current goals, areas of strengths and needs, and new assessment tools to be used to measure student achievement during the 2020-2021 school year.

During the 2020-2021 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.

In September 2021, 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.

In September 2021, our ELAC discussed the specific needs of our EL population, and brainstormed strategies to best serve our English learner population.

On September 28th, 2021, Lemon Crest sent a needs assessment survey to all stakeholders including parents, teachers, and classified staff. At the October staff meeting, as well as SSC meeting we reviewed the responses and discussed how we could our restricted and unrestricted funds to support the needs of our school community. Parent support and academic support were flagged as the areas of greatest need this year.

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, support through adult interaction and intervention, and student supports. This year, we established new goals that provided more opportunities for students to have in-person support and adult interaction. By spending our funds this way we can promote student engagement and interaction, and build systems that better 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		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	0.54%	0.2%	0.2%	3	1	1
African American	4.72%	3.39%	2.6%	26	17	12
Asian	1.45%	1%	0.9%	8	5	4
Filipino	2.18%	1.4%	1.5%	12	7	7
Hispanic/Latino	39.02%	41.12%	41.6%	215	206	191
Pacific Islander	0.36%	0%	0.2%	2	0	1
White	49.36%	49.3%	46.6%	272	247	214
Multiple/No Response	2.36%	3.59%	6.3%	13	18	29
Total Enrollment				551	501	459

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Kindergarten	96	76	59
Grade 1	90	92	76
Grade 2	97	77	85
Grade3	89	87	80
Grade 4	92	85	84
Grade 5	87	84	75
Total Enrollment	551	501	459

Conclusions based on this data:

1. The largest student group at Lemon Crest ES are White students at 49.3%
2. The second largest student group at Lemon Crest are Hispanic students at 41.12%
3. All grade levels are close in size. The largest being first grade at 92 students, and the smallest being Kindergarten at 76 students.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	92	84	73	16.7%	16.8%	15.9%
Fluent English Proficient (FEP)	25	28	19	4.5%	5.6%	4.1%
Reclassified Fluent English Proficient (RFEP)	6	6	1	6.6%	6.5%	1.2%

Conclusions based on this data:

1. English Learners make up 16.8% of Lemon Crest's student population, and has grown continuously over the past 3 years, although we did see a slight decrease of EL students last year going from 92 in 18-19 to 84 in 2019-2020.
2. Fluent English Proficiency is at 5.6%.
3. 6.5% 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	
	18-19	19-20	18-19	19-20	18-19	19-20	18-19	19-20
Grade K	1410.8		1424.3		1379.3		20	
Grade 1	1438.4		1459.4		1416.8		17	
Grade 2	1449.1		1461.3		1436.6		13	
Grade 3	1505.1		1513.1		1496.6		14	
Grade 4	1506.1		1507.8		1503.7		13	
Grade 5	1556.5		1575.8		1536.5		11	
All Grades							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	
	18-19	19-20	18-19	19-20	18-19	19-20	18-19	19-20	18-19	19-20
K	0.00		25.00		70.00		5.00		20	
1	11.76		17.65		58.82		11.76		17	
2	0.00		53.85		38.46		7.69		13	
3	28.57		21.43		42.86		7.14		14	
4	15.38		46.15		30.77		7.69		13	
5	45.45		45.45		9.09		0.00		11	
All Grades	14.77		32.95		45.45		6.82		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	
	18-19	19-20	18-19	19-20	18-19	19-20	18-19	19-20	18-19	19-20
K	0.00		35.00		60.00		5.00		20	
1	35.29		35.29		11.76		17.65		17	
2	23.08		61.54		7.69		7.69		13	
3	35.71		28.57		21.43		14.29		14	
4	23.08		61.54		7.69		7.69		13	
5	90.91		9.09		0.00		0.00		11	
All Grades	30.68		38.64		21.59		9.09		88	

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

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

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

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

Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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

2019-20 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
501	64.3	16.8	0.2
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	84	16.8
Foster Youth	1	0.2
Socioeconomically Disadvantaged	322	64.3
Students with Disabilities	92	18.4

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	17	3.4
American Indian	1	0.2
Asian	5	1.0
Filipino	7	1.4
Hispanic	206	41.1
Two or More Races	18	3.6
White	247	49.3

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

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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

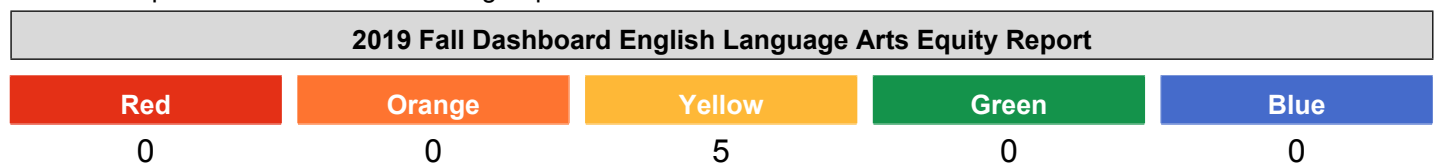
Academic Performance English Language Arts

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).







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		Yellow		No Performance Color	
22 points below standard		50.6 points below standard		0 Students	
Increased Significantly +++27.9 points 244		Increased Significantly +++27.9 points 45			
Homeless		Socioeconomically Disadvantaged		Students with Disabilities	
					
No Performance Color		Yellow		Yellow	
Less than 11 Students - Data Not Displayed for Privacy		30.7 points below standard		68.3 points below standard	
2		Increased Significantly +++33.6 points 150		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

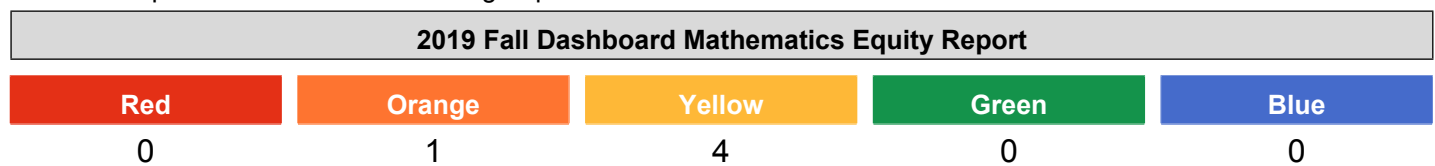
Academic Performance Mathematics

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).






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 ++22.8 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.

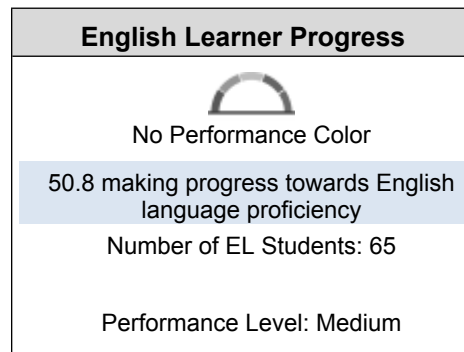
School and Student Performance Data

Academic Performance English Learner Progress

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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
12.3	36.9	6.1	44.6

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 data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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

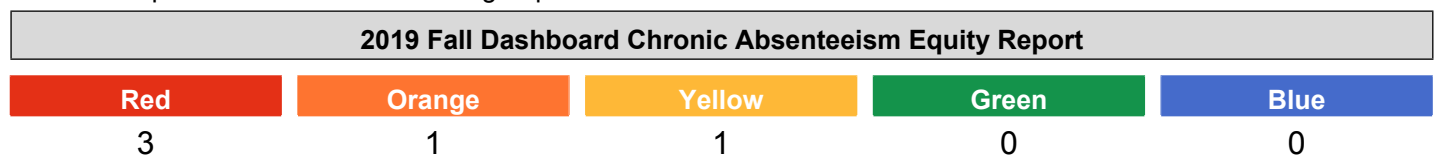
Academic Engagement Chronic Absenteeism

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).







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

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 data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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.

School and Student Performance Data

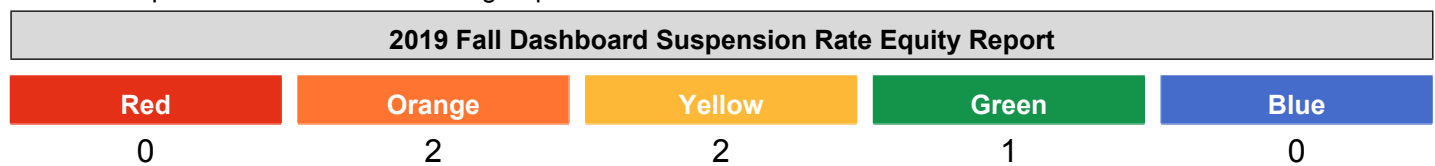
Conditions & Climate Suspension Rate

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).







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 Reported 2
Homeless  No Performance Color Less than 11 Students - Data Not Reported 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 2022, Kinder students will show 15% growth on the ESGI tests, across three testing sessions throughout the school year.

By June 2022, students in first through fifth grade will show 150 points of improvement on Imagine Learning ELA Benchmarks, across three testing sessions throughout the year.

Identified Need

School-wide, Lemon Crest students struggle in all areas of ELA. This year, LC will target the anchor and supporting standards outlined in our alignment and calibration frameworks. Kindergarten and First grade students will focus on phonics and phonemic awareness. Second through Fifth grade students will work towards greater fluency to impact reading comprehension. To support meeting this target, Lemon Crest will focus on school wide support programs, as well as programs targeting specific student groups. Learning Loss Mitigation teachers will provide small group remediation using research based curriculum Explode the Code for phonics, and Achieve the Core 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 through out 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 2022, using the Imagine Learning ELA assessment as a performance indicator,	First through fifth grade students will show positive academic growth from their baseline assessment score in Reading	of at least 150 points.
By June 2022, using ESGI assessments and running records as performance indicators,	Kinder students will show positive academic growth from their fall baseline scores	of at least 15%

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 be provided release time individually, as well as in grade level teams, to analyze data and plan lessons and units that align with the Alignment and Calibration frameworks adopted by LUSD.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(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
Teacher Release Time - Substitutes

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, SED

Strategy/Activity

English Learners, struggling Hispanic, and socio-economically disadvantaged students will use the support programs Lexia Core and Achieve 3000 to build English vocabulary development, reading comprehension, research, 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.

9,000

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

17,000

Title I
4000-4999: Books And Supplies
Purchase of Technology Software to support students' vocabulary development - Achieve 3000

Strategy/Activity 3

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.

11000

Title I
4000-4999: Books And Supplies
Informational text and literature

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

Parent Education Opportunities to academically support all students, with a focus on EL students and students of low SES, as well as forge the home school partnership. These opportunities will be a combination of teacher created seminars and parent professional development, as well as outside organizations and consultants.

Proposed Expenditures for this Strategy/Activity

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

6,000

LCFF Base
1000-1999: Certificated Personnel Salaries
Parent Engagement

4,000

Title I
5800: Professional/Consulting Services And
Operating Expenditures
Parent Engagement

1068

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

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

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.

5558.87

Unrestricted Lottery
4000-4999: Books And Supplies
Office equipment

5482.13

LCFF Base
5000-5999: Services And Other Operating
Expenditures
Teacher Copies

Teacher Copies

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

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: 2020-21

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

ANALYSIS

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

The initial strategies, activities, and implementation of the goals during the 2020-2021 school year were effective. Unfortunately, due to the Covid 19 pandemic we were unable to use the original data measurements to gauge overall student achievement. This year, we have changed the measures to include site based assessments to assure that we can gauge student achievement

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

We have moved from tech based academic supports, to people based supports. We have allotted a large portion of our funds to teacher release time, so that teachers can work together as grade level teams to analyze student data and target standards and skills that children are not mastering through small group instruction and intervention.

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 form of assessment has changed from the 2020-2021 school year. We have moved away from state assessments to district adopted assessments, as well as site based assessments. This will alleviate relying on CAASPP being administered this year. This year we will use Imagine Learning assessments as our main performance indicator. When LC adopted Imagine Learning three years ago, it's sole purpose was to assist EL students. The program is rich in vocabulary development, as well as understanding difficult multistep problems.

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 2022, students will be able to understand multi-step math problems, and express their answers in multiple ways.

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 Imagine Learning Math, math performance tasks, and teacher observation/anecdotal records.

This year LC will continue to 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 2022, using the Imagine Learning Math assessment	First through fifth grade students will show positive academic growth from their baseline assessment score in math	for an increased mean of 150 points across each grade 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 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 coverage for on site, district, and virtual 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.

7000

Title I
1000-1999: Certificated Personnel Salaries
Release time

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 abstract and critical thinking math strategies 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.

2400

LCFF Base
4000-4999: Books And Supplies
Support materials, manipulatives, and hands on learning opportunities

3026

LCFF Base
4000-4999: Books And Supplies
Support materials, manipulatives, and hands on learning opportunities

Strategy/Activity 9**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.

3000

Title I

Annual Review

SPSA Year Reviewed: 2020-21

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

ANALYSIS

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

Last year we focused on this goal. Although it was a difficult year to track student growth due to the pandemic, we were surprised to see that all grade levels that took NWEA MAP showed significant growth from winter 2020 - winter 2021

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

We implemented this goal as intended

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.

None

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 and Student Safety

Goal 3

By June 2022, students will show a decrease in verbal aggression, as well as overt defiance, threat and intimidation occurring in classrooms and common areas by 50% as measured by incident reports, referrals, and suspension data. This will be monitored by data analysis on targeted data weeks in November 2021, February 2022, & June 2022.

Identified Need

When we returned this school year, we found that behavior issues had shifted from physical aggression to verbal aggression and overt defiance. We also found that students were using more threatening and intimidating language when confronted with conflict in the classroom, cafeteria, and on the playground. After a long discussion the staff came to the conclusion that this behavior was probably due to the lack of social interaction during the pandemic, as well as a large number of new students at LC this year. We decided that in addition to Responsive Classroom, we needed to add more tier II interventions, as well as take regular climate checks with all classrooms. These interventions include, but are not limited to:

School-Wide Supports: Red Ribbon Week, Kindness Week

Classroom Lessons

Check in/Check Out

Mediation

Conflict Resolution

Student Self referrals

**Groups ** (Pending Cohorting)

Wellness Together - Outside support services

We also found it necessary to continue to have additional campus supervisors, as well as our Peaceful Playground Coordinator.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
By June 2022, students will decrease high level referrals and suspensions for verbal aggression, overt defiance, and threatening and intimidating behavior	by 50%	to 20 or fewer high level referrals, and 3 or fewer 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

Students will continue to 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 ou playground coordinator position.

Proposed Expenditures for this Strategy/Activity

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

14500

Title I
2000-2999: Classified Personnel Salaries
Peaceful Playgrounds coordinator

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 continue to 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.

6025

Unrestricted Lottery
4000-4999: Books And Supplies
Support materials and online training
opportunities for Responsive Classroom

Annual Review

SPSA Year Reviewed: 2020-21

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 continued when we returned to in person learning, although during DL teachers began their days with the morning meeting. This was geared at continued building of relationships based on caring and empathy, as well as keeping our students connected in an unprecedented time. Students worked to have positive interactions based on being able to express themselves, have conversations, and be heard both online, and when they returned in person. 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 and the socio-emotional program Responsive Classroom, we will continue to follow the principles of the program. We will shift the focus of the goal to address new behaviors that have manifested since returning to full time instruction. We will continue to have our Playground Coordinator position to oversee the implementation of the Peaceful Playgrounds, work to lead the team during Covid restrictions, 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

Innovation and Engagement

Goal 4

When students and teachers are engaged in work that is challenging, adventurous and meaningful, learning and achievement flourish. This year, Lemon Crest is piloting EL Education, a program designed to provide deep, meaningful, and relevant learning experiences, as well as a mission to create classrooms where teachers can fulfill their highest aspirations, and students achieve more than they think possible, becoming active contributors to building a better world. During the 2021-2022 school year nine classrooms will implement the EL Education Curriculum which centers on teaching ELA standards through four deeper learning, high interest learning modules.

Identified Need

Last year, as students returned to in person learning, it was apparent that they would need high interest, engaging instruction to successfully master missing standards , as well as successfully assimilate back into school culture. EL Education provides in-depth, high interest curriculum that sparks inquiry and critical thinking.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
By June 2022, using the Imagine Learning ELA assessment as a performance indicator,	First through fifth grade students will show positive academic growth from their baseline assessment score in Reading	of at least 150 points.
By June 2022, using ESGI assessments and running records as performance indicators,	Kinder students will show positive academic growth from their fall baseline scores	of at least 15%

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 be provided release time individually, as well as in grade level teams, to analyze data and plan EL Education modules and units

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(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
1000-1999: Certificated Personnel Salaries
Teacher Release Time

Strategy/Activity 2**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 the key concepts and ideas in EL modules and units, as well as providing support in 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.

11641

Title I
4000-4999: Books And Supplies
EL Books and Supplies

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

Teacher Professional Development to better understand the principle of Expeditionary Learning

Proposed Expenditures for this Strategy/Activity

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

5478.29

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

Annual Review

SPSA Year Reviewed: 2020-21

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.

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	\$140,349.29

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	\$83,141.00
Title I Parent Involvement	\$1,068.00

Subtotal of additional federal funds included for this school: \$84,209.00

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	\$31,386.42
Unrestricted Lottery	\$24,753.87

Subtotal of state or local funds included for this school: \$56,140.29

Total of federal, state, and/or local funds for this school: \$140,349.29

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	31,386.42	0.00
LCFF Supplemental	0.00	0.00
Title I	83,141.00	0.00
Unrestricted Lottery	24,753.87	0.00
CSI	0.00	0.00
Title I Parent Involvement	1,068.00	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF Base	31,386.42
Title I	83,141.00
Title I Parent Involvement	1,068.00
Unrestricted Lottery	24,753.87

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	28,000.00
2000-2999: Classified Personnel Salaries	14,500.00
4000-4999: Books And Supplies	78,820.87
5000-5999: Services And Other Operating Expenditures	6,550.13
5800: Professional/Consulting Services And Operating Expenditures	12,478.29

Expenditures by Budget Reference and Funding Source

Budget Reference

Funding Source

Amount

1000-1999: Certificated Personnel Salaries	LCFF Base	6,000.00
4000-4999: Books And Supplies	LCFF Base	14,426.00
5000-5999: Services And Other Operating Expenditures	LCFF Base	5,482.13
5800: Professional/Consulting Services And Operating Expenditures	LCFF Base	5,478.29
1000-1999: Certificated Personnel Salaries	Title I	22,000.00
2000-2999: Classified Personnel Salaries	Title I	14,500.00
4000-4999: Books And Supplies	Title I	39,641.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	7,000.00
5000-5999: Services And Other Operating Expenditures	Title I Parent Involvement	1,068.00
4000-4999: Books And Supplies	Unrestricted Lottery	24,753.87

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	82,279.00
Goal 2	15,426.00
Goal 3	20,525.00
Goal 4	22,119.29

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
Ariana Casas	Classroom Teacher
Corie Flynn	Classroom Teacher
Brandi Whitehurst	Other School Staff
Amanda Schaeffer	Parent or Community Member
Ashley Hough	Parent or Community Member
Cynthia Raymond	Parent or Community Member
David J LePage	Parent or Community Member
Susan Ayala	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 10/29/2021.

Attested:



Principal, Keith Keiper on 10/29/2021



SSC Chairperson, Amber Schaeffer on 10/29/2021

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	1/21/21	

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.

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).

At Lindo Park, we used The California Healthy Kids Survey Analysis of Key Indicators of School Climate and Well-Being 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.

Percentages indicate average percent of students responding "Yes, all of the time."

School Connectedness 17-18 47%, 18-19 65%, 19-20 69%

Academic Motivation 17-18 50%, 18-19 93%, 19-20 81%

High Adult Expectations 17-18 54%, 18-19 87%, 19-20 93%

Percentage indicates average percent of students responding "Yes, all of the time and Most of the time."

Safety 17-18 78%, 18-19 72%, 19-20 60%

In addition to the CHKS Survey, Lindo Park participated in a Discovery Study. We worked in conjunction Orenda Education. The following information was revealed as a result of the study:

*Study found that 16.5% of Lindo Park students population have Chronically absent. (Chronic absenteeism is an area of concern)

*Study also found that six to ten teachers are absent and out of the classroom 6-10 days more for non-business/personal than for school business

* Discipline- Lindo Park Elementary had 52 student referrals recorded. (A system for recording student discipline is a need for an accurate analysis of student behaviors)

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 Lindo Park, 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 opportunities for yearly formal observation, if teacher chooses. These observations are not stand alone, and informal walkthroughs are used to provide a well rounded instructional picture in the classroom.

Summary of findings is as follows:

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:

Due to the Covid-19 Pandemic we did not administer the CAAASP this year. Instead of CAASP we are using local measures which include NWEA MAPS, Dibels, and End of Unit Assessments. We administered ELPAC to all English learners.

* Analysis of 2018-2019 CAASPP scores

* District Benchmarks Assessments including DIBELS, ESGI, Running Records, IRI, RI

The major findings were as follows:

1. ELA: 59.9% of our students met or exceeded standard. We increased 21 points from the previous year. Student scored as follows: Reading - 67% Above, At, Near Standard. Writing - 71% Above, At, Near Standard, Listening - 86% Above, At, Near Standard, Research/Inquiry - 75% Above, At, Near Standard

2. Math: 46.6% of our students met or exceeded standard. We increased 12 points from the previous year. Students scored as follows: Concepts and Procedures - 57% of our students were Above, At, Near Standard, Problem Solving & Modeling/Data - 49% were above, at or near standard, making it our biggest area of need. Communicating and Reasoning - 76% of our students were above, at, near standard thus making it our strongest domain.

3. Social Emotional: The number of suspensions and High Level Referrals for 3 out of 378 students have been suspended.

ELPAC- we need to continue to focus on vocabulary acquisition and language development.

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 and NWEA MAPS Assessment

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 MTSS TOSAs, Behavioral Specialists, Behavior Intervention Aides

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 funding release time to collaborate, observe peers, as well as teachers across the district. Teachers collaborate in PLCs 3 times per month.

Teaching and Learning

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

Lindo Park 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)

**** Daily 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)

Lindo Park 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)

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)

RSP services, intervention blocks, and ELD are provided to help underperforming students 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)

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.

Monthly Virtual Coffee with the Principal to discuss, ask questions and build relations and connections to the school and home.

Planned Literacy Nights (Lindo Park created literacy support evenings)

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 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

Nov 18, 2021

Jan 13, 2022

Mar. 10, 2022

May 18, 2022

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.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	3.21%	3.02%	2.8%	15	14	11
African American	5.98%	6.25%	4.4%	28	29	17
Asian	0.21%	0.65%	1.3%	1	3	5
Filipino	0.85%	1.94%	1.8%	4	9	7
Hispanic/Latino	46.37%	46.55%	45.7%	217	216	177
Pacific Islander	1.5%	1.51%	1.6%	7	7	6
White	36.75%	35.13%	36.2%	172	163	140
Multiple/No Response	5.13%	4.96%	6.2%	24	23	24
Total Enrollment				468	464	387

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Kindergarten	72	74	59
Grade 1	88	70	69
Grade 2	70	91	62
Grade3	70	68	76
Grade 4	87	70	64
Grade 5	81	91	57
Total Enrollment	468	464	387

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. New MPR to be ready estimated by 3/2022
3. All grade levels are close in size. The largest being third grade at 76 students, and the smallest being fifth grade at 57 students.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	74	69	67	15.8%	14.9%	17.3%
Fluent English Proficient (FEP)	34	43	24	7.3%	9.3%	6.2%
Reclassified Fluent English Proficient (RFEP)	8	14	1	8.3%	18.9%	1.4%

Conclusions based on this data:

1. English Learners make up 17.3% of Lindo Park's student population and has been decreasing in years.
2. Fluent English Proficiency is at 6.2% lower than the 19-20 school year
3. 1.4% of Lindo Park'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	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:

- Due to Covid-19 CAASPP were not administered

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.
- When analyzing investigating, analyzing, and presenting information our students increased from 28.95% in 2017-2018 to 41% in 4th grade in 2018-2019
 Due to Covid-19 CAASPP were not administered
- Due to Covid-19 CAASPP were not administered

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 2019, 34% of all students met or exceeded standards.
NO CAASPP dat for the 2029-2020 School year due to Covid Pandemic
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	
	18-19	19-20	18-19	19-20	18-19	19-20	18-19	19-20
Grade K	*		*		*		10	
Grade 1	1440.9		1445.8		1435.5		15	
Grade 2	*		*		*		10	
Grade 3	*		*		*		8	
Grade 4	1537.7		1544.3		1530.6		19	
Grade 5	1511.6		1513.8		1508.6		14	
All Grades							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	
	18-19	19-20	18-19	19-20	18-19	19-20	18-19	19-20	18-19	19-20
1	13.33		26.67		40.00		20.00		15	
4	42.11		26.32		15.79		15.79		19	
5	35.71		14.29		35.71		14.29		14	
All Grades	22.37		28.95		32.89		15.79		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	
	18-19	19-20	18-19	19-20	18-19	19-20	18-19	19-20	18-19	19-20
1	33.33		20.00		26.67		20.00		15	
4	63.16		21.05		5.26		10.53		19	
5	42.86		28.57		14.29		14.29		14	
All Grades	35.53		30.26		21.05		13.16		76	

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	18-19	19-20	18-19	19-20	18-19	19-20	18-19	19-20
1	46.67		40.00		13.33		15	
4	52.63		31.58		15.79		19	
5	7.14		64.29		28.57		14	
All Grades	30.26		52.63		17.11		76	

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	18-19	19-20	18-19	19-20	18-19	19-20	18-19	19-20
1	26.67		53.33		20.00		15	
4	73.68		15.79		10.53		19	
5	78.57		7.14		14.29		14	
All Grades	48.68		38.16		13.16		76	

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	18-19	19-20	18-19	19-20	18-19	19-20	18-19	19-20
1	13.33		40.00		46.67		15	
4	31.58		36.84		31.58		19	
5	7.14		50.00		42.86		14	
All Grades	11.84		53.95		34.21		76	

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	18-19	19-20	18-19	19-20	18-19	19-20	18-19	19-20
1	13.33		53.33		33.33		15	
4	15.79		78.95		5.26		19	
5	21.43		57.14		21.43		14	
All Grades	17.11		63.16		19.74		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%

2. 2018-2019 ELPAC
Overall Average, Level 3, Scale Score 1482
Listening 31% well developed
Speaking 49%
Reading 12%
Writing 18%
3. 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

Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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

2019-20 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
464	80.8	14.9	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.

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	69	14.9
Foster Youth	7	1.5
Homeless	1	0.2
Socioeconomically Disadvantaged	375	80.8
Students with Disabilities	118	25.4

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	29	6.3
American Indian	14	3.0
Asian	3	0.6
Filipino	9	1.9
Hispanic	216	46.6
Two or More Races	23	5.0
Pacific Islander	7	1.5
White	163	35.1

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 once the restrictions are lifted: 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

School and Student Performance Data

Overall Performance

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department’s web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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

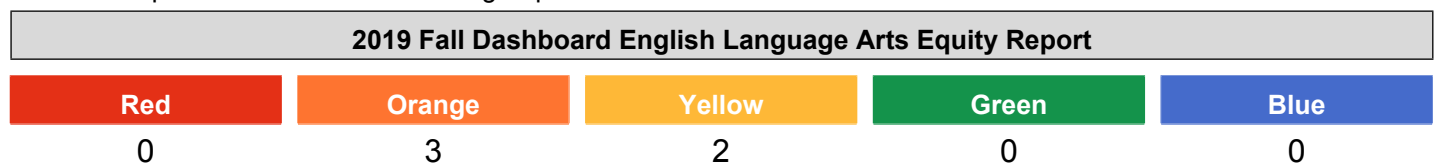
Academic Performance English Language Arts

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).







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		Yellow		No Performance Color	
27.9 points below standard		39.6 points below standard		Less than 11 Students - Data Not Displayed for Privacy	
Increased ++5.4 points		Increased ++13.3 points		5	
215		56			
Homeless		Socioeconomically Disadvantaged		Students with Disabilities	
					
No Performance Color		Orange		Orange	
0 Students		28.7 points below standard		76.1 points below standard	
		Maintained ++1.8 points		Increased Significantly ++23.5 points	
		174		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

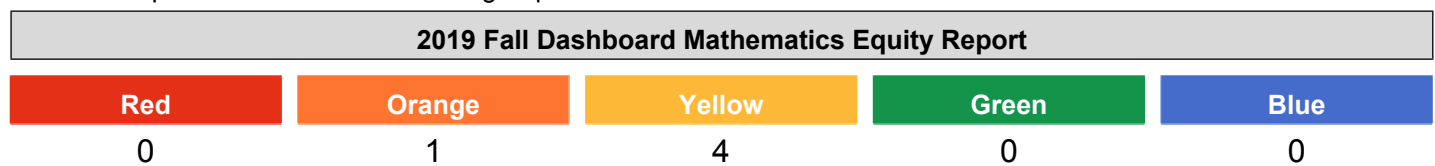
Academic Performance Mathematics

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).






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.

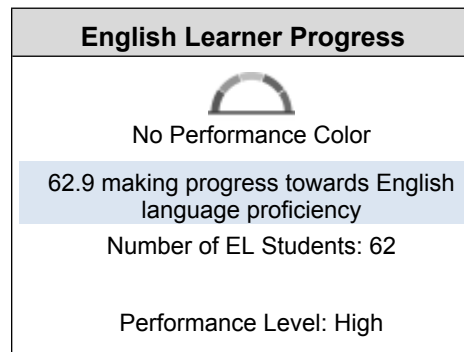
School and Student Performance Data

Academic Performance English Learner Progress

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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
16.1	20.9	4.8	58.0

Conclusions based on this data:

1. 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.
2. 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.
3. 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 data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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

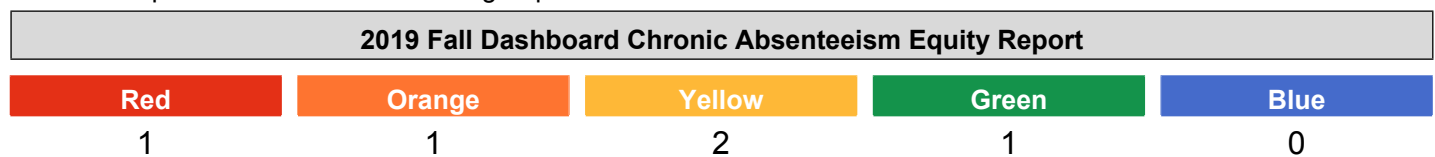
Academic Engagement Chronic Absenteeism

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).







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 16.5 Declined -1 552	English Learners  Green 7.6 Declined -9.7 79	Foster Youth  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10
Homeless  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	Socioeconomically Disadvantaged  Yellow 15.2 Declined Significantly -3.2 408	Students with Disabilities  Red 17.9 Increased Significantly +5.1 151

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American  No Performance Color <div>20</div> Increased +4.6 <div>35</div>	American Indian  No Performance Color <div>31.3</div> Increased +1.3 <div>16</div>	Asian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy <div>1</div>	Filipino  No Performance Color Less than 11 Students - Data Not Displayed for Privacy <div>7</div>
Hispanic  Yellow <div>14.8</div> Declined Significantly -3 <div>243</div>	Two or More Races  No Performance Color <div>23.1</div> Increased +1.9 <div>26</div>	Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy <div>7</div>	White  Orange <div>15.2</div> Increased +0.5 <div>217</div>

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 data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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

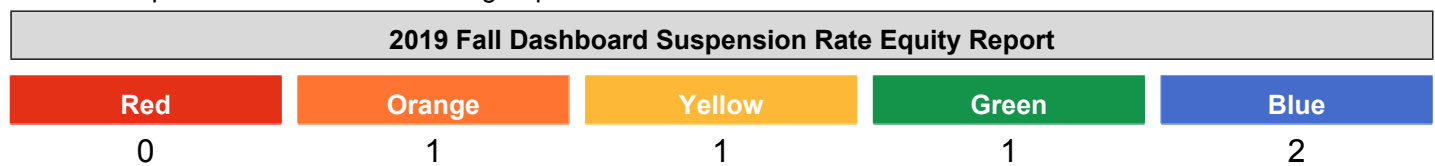
Conditions & Climate Suspension Rate

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).







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		English Learners		Foster Youth	
 Green 2.5 Declined -0.3 566		 Blue 0 Declined -3.7 79		 No Performance Color Less than 11 Students - Data Not 10	
Homeless		Socioeconomically Disadvantaged		Students with Disabilities	
 No Performance Color Less than 11 Students - Data Not 1		 Yellow 2.4 Maintained -0.1 417		 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

LUSD will accelerate academic achievement for all students in all subjects.

Goal 1

By June 2022, every students will meet or exceed expected growth target by 5% in ELA across the Reading strand as measured by NWEA MAP.

Identified Need

Because CASSP was not administered in 19-20

An in-depth analysis of our 2018-2019 CAASPP Data indicates that school wide, 33% of our students did not meet 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:

- * Have access to guided reading instruction at least 2 times per week
- * Access to iRead with five foundation principles to deliver the very best early-reading instruction. A personalized learning progression for each child.
- * Learning Loss Mitigation Teacher (LLM) to meet with students for targeted intervention support

Students in grades 3-5 will:

- * Practice leveled reading passages from our Wonders curriculum 2 times per week
- * Have access to targeted intervention 2 days a week while on campus
- * 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 2022, using the NWEA MAP ELA assessment as a performance indicator.	Students from 2-5 will show positive academic growth from their baseline RIT score in Reading	To meet or exceed growth target by 5%

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, Homeless and Foster Youth.

Strategy/Activity

Students will use iRead grades (K-2) and Achieve 3000 (grades 3-5) to target academic deficits in Reading Comprehension. These programs provide remediation to close achievement gaps for all students, as well as targeted specific student groups.

Learning Loss Intervention Teacher will meet with ALL students on targeted intervention in ELA/Math 4 days a week. Teachers will use Achieve 3000 along with System 44 and Read 180 to target our EL and at promise students. Intervention supports k-3 using our Learning Academy teachers daily Intervention universal access for grades 4-5 daily

iRead and System 44 Program to be used 2/3 times a week for 30 mins 1-5th grade to work in Reading Fluency and comprehension

Achieve 3000- Students will use Achieve 3000 once weekly for 30-45 mins to work on reading comprehension and reading fluency

Proposed Expenditures for this Strategy/Activity

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

12,234

LCFF Base
4000-4999: Books And Supplies
Achieve 3000 Books and Materials

6268.41

Title I
4000-4999: Books And Supplies
iRead/ Read 180

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-5 teachers will receive coaching and PD in GLAD interventions strategies for instruction for at-risk students.

Action: Teachers will be trained in using GLAD strategies for ALL students in the classroom 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.

4700

Title I
1000-1999: Certificated Personnel Salaries
GLAD TRAINING for staff

LCFF Supplemental
None Specified

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

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 the achievement gaps for EL students.

Students will also use Starfall help kids learn spelling and improve vocabulary and grammar skills. Create grade level sight words to wrap around the building to re-enforce reading, vocabulary and sight words 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.

140.00

LCFF Base
4000-4999: Books And Supplies
GO FORMATIVE

270.00

LCFF Base
4000-4999: Books And Supplies
Starfall

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: 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 Redesignated Fluent English Proficient Students

In every area, teachers will explicitly plan student use of collaborative conversation language frames to increase student's speaking and listening skills, which will impact reading and writing.

Evaluation:

K-2 Teachers will evaluate students progress by noting running record, DIBELS score growth, and student to student interaction opportunities.

3-5 Teachers will evaluate progress by monitoring students Lexile growth through Achieve 3000, System 44, read 180, and/or MAPS growth score, 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.

10,000

Title I
1000-1999: Certificated Personnel Salaries
2 Data Analysis Days per teacher (24x390)

Annual Review

SPSA Year Reviewed: 2020-21

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 2020-2021 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.

Due to no CAASPP scores last year NWEA Map data was used:

When examining evidence on NWEA MAPS Data:

In 2019-2020

40.1% of students did not meet or exceed standards in the English Language Arts Standards grades 2-5

27.3% of students nearly met the English Language Arts Standards in grades 2-5

32.6% of students met or exceeded the English Language Arts Standards in grades 2-5

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.

None

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 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.

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 2022, every students will meet or exceed expected growth target in MATH across the Numbers and Operations overall by 5% strand as measured by NWEA MAP.

Identified Need

Because CASSP was not administered in 19-20

An in-depth analysis of our 2019-202 NWEA MAPS Data indicates that school wide, 53.3% of our students did not meet the grade level standard in Math.

To support this goal:

Students in grades K-2 will:

- * Have access to District Wide Everyday Math Curriculum at least 2 times per week
- * Student will use Starfall as an intervention to help support academic in math facts
- *Math Fluency students will use Reflex Math program 2/3 times a week

Students in grades 3-5 will:

- * Participate in targeted intervention 2 days a week while on campus during Hybrid Learning
- * Every student will have access to District Wide Everyday Math Curriculum at least 2 times per week
- * Access to Imagine MathFacts for problem solving skills
- *Math Fluency students will use Reflex Math program 2/3 times a week
- *Students will have Math exit tickets to refine their skills as mastered

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
By June 2022, using the NWEA MAP Math assessment as a performance indicator.	Students from 2-5 will show positive academic growth from their baseline RIT score in Math	To meet or exceed growth target by 5%

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

Reflex Math Program to be used 2/3 times a week for 30 mins 1-5th grade to work in Numbers and operations Math Fluency for over 3 years

Proposed Expenditures for this Strategy/Activity

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

3225.08

LCFF Base
4000-4999: Books And Supplies
Reflex Math Program

1000

LCFF Base
4000-4999: Books And Supplies
Math manipulatives

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

Intervention Teacher grades 4-5

Math rotations to help support students with the foundational skills in math facts and operations skills.

Exit tickets will be given 2 times a week to check for understanding over a unit of study.

Proposed Expenditures for this Strategy/Activity

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

39,764.80

Title I
1000-1999: Certificated Personnel Salaries
Math Intervention Teacher

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.

3500

LCFF Base
2000-2999: Classified Personnel Salaries
Grade Level Math intervention
support/Specials/Makerspace

Annual Review

SPSA Year Reviewed: 2020-21

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 our Math data it was evident that the foundational skills in Numbers and Operations is were our students decreased the most. With using math facts and fluency this will increase our scores by 5%.

Due to no CAASPP scores last year NWEA Map data was used:

When examining evidence on NWEA MAPS Data:

In 2019-2020

53.3% of students did not meet or exceed standards in the Math Standards grades 2-5

23.5% of students nearly met the Math Standards in grades 2-5

23.1% of students met or exceeded the Math Standards in grades 2-5

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.

K-5 grade levels are expected to increase and show positive academic growth from their baseline RIT score in Math. See annual measurable outcomes within Planned Improvements got 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 baseline through a consistent and clear discipline referral system and structure in the classroom and on the playground to promote positive interactions at Lindo Park Elementary.

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:

Lack of documentation and consistency on student behavior communication to staff.

We will implement a positive school climate that ensure the safety of all Lindo Park students and staff.

Positive referrals to acknowledge students positive behavior and LSUD student profile goals.

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 increase positive behavior in unstructured areas	In June 2021 60 Positive referrals	By June 2022 75 positive referrals

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: With counselor support teachers will commit to one PBIS lesson a month

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(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.

3200

Unrestricted Lottery
4000-4999: Books And Supplies
Supplies for Playground, Cafeteria

1500

Title I
None Specified
Positive Behavior Intervention Supports

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	Title I 1000-1999: Certificated Personnel Salaries Release time for Kidwatch Meetings (Jan/March), PD Responsive Classroom
500	LCFF Base 2000-2999: Classified Personnel Salaries Staff Training for Campus Supervisors Common Areas
1000	Unrestricted Lottery 4000-4999: Books And Supplies Supplies for Cafeteria/Playground Routines

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.
Positive Referrals for students to be recognized

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(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, Intent Bracelets
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Annual Review

SPSA Year Reviewed: 2020-21

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 2018-2019, we had 65 office discipline referrals

In 2020-2021, our Social-Emotional Goal is in process: Develop and implement a consistent and clear system for discipline and structure in the classroom as well as on the playground to promote positive interactions, and a positive school climate.

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. Implement a clear and precise system for teachers and staff to document behavioral incidents.

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	\$91,802.29

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	\$64,233.21

Subtotal of additional federal funds included for this school: \$64,233.21

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	\$22,869.08
Unrestricted Lottery	\$4,700.00

Subtotal of state or local funds included for this school: \$27,569.08

Total of federal, state, and/or local funds for this school: \$91,802.29

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	84,779.00	20,545.79
Title I Parent Involvement	1,089.00	1,089.00
Unrestricted Lottery	20,870.91	16,170.91
LCFF Base	26,463.06	3,593.98
LCFF Supplemental	0	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF Base	22,869.08
Title I	64,233.21
Unrestricted Lottery	4,700.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	56,464.80
2000-2999: Classified Personnel Salaries	4,000.00
4000-4999: Books And Supplies	29,837.49
None Specified	1,500.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
2000-2999: Classified Personnel Salaries	LCFF Base	4,000.00
4000-4999: Books And Supplies	LCFF Base	18,869.08
1000-1999: Certificated Personnel Salaries	Title I	56,464.80

4000-4999: Books And Supplies	Title I	6,268.41
None Specified	Title I	1,500.00
4000-4999: Books And Supplies	Unrestricted Lottery	4,700.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	33,612.41
Goal 2	47,489.88
Goal 3	10,700.00

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
- 5 Parent or Community Members

Name of Members	Role
Tessa Green	Principal
Hannah Weiher	Classroom Teacher
Wade Nielsen	Classroom Teacher
Lyndsay Burd	Classroom Teacher
Cindy Hilliker	Classroom Teacher
Sheila Florey	Other School Staff
Adriana Ortega	Parent or Community Member
Miriam Hernandez	Parent or Community Member
Becky Hill	Parent or Community Member
Sabrina Banegas	Parent or Community Member
Kathi Bradshaw	Parent or Community Member
	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 11/18/21.

Attested:



Principal, Tessa Green on 11/18/21



SSC Chairperson, Becky Hill on 11/18/21

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	10/13/2021	

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 aligns with and informs the Local Control and Accountability Plan process. All stakeholders of the Riverview community are involved in the development of our SPSA. Our SPSA and accompanying budgets are shared with School Site Council (SSC) once a month, while being developed in order to receive feedback and make needed adjustments. SPSA are reviewed and updated throughout the school year. In the spring, programs are reviewed and evaluated in preparation for creating the plan for the next school year.

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).

Riverview /Winter Gardens Thought Exchange

Survey focus: Our school has set goals aligning with LUSD Board Goals accelerating our students' academic growth, improving their social-emotional well-being, and increasing student engagement. As an essential partner in student learning, your input is important. We would appreciate any suggestions or ideas you have for how to reach these goals on the ThoughtExchange Survey.

The survey results indicated the highest-ranked themes rose clearly to the top and were presented to the school site, and there were many other comments throughout the survey responses that will be helpful for the planning. Below are the top 5 highest-ranked inputs.

1. Communication between the school, parents, and students is the best way to ensure the growth of our children's academic futures. Seeing the "big picture" will help our children succeed.
2. Every kid is different and their goals should be personalized
3. Employ a Counselor at EVERY school supporting our children's social-emotional development is so important, this is one easy way to help.
4. Have kids get together in groups to learn. Learning together, helps these kids realize they are not alone.
5. Keep strong language immersion in middle school. The program has proven successful.

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, the 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 customized unit lessons using LUSD Unit Matrices. ELA and Spanish curriculum used are Wonders & Maravillas. Mandarin teachers use Mandarin Matrix and Level Learning Online Program to align lessons with LUSD Unit Matrices and World Language Standards. 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. Teachers often integrate language arts with social studies and science content learning. 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) Teachers use the NGSS Science Framework to provide the foundation for the NGSS, and draws on current scientific research—including research on the ways students learn science effectively—and identifies the science all K–5 students should know.

(2) All Riverview staff use Positive Behavioral Intervention and Supports (PBIS) and pilot SEL framework in classrooms and playgrounds. Students watch weekly wisdom messages, through YouTube LIVE Stream to help students understand, care about, and act upon core ethical values. Students with good character are caring, just, and responsible. The centerpiece of the program is a series of thought-provoking, inspirational messages that are narrated over our by student influencers/leaders. In just one minute a day, we can reach every student and every staff member

with a few words of wisdom that will uplift and promote a more positive and effective school climate.

(3) Riverview's counselor does whole group push-in lessons. School offers Tier 2 intervention pull-out support. Teachers who volunteer for push-in services have a higher number of students with IEPs. Support staff offer 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.

(4) Immersion teaching strategies:

- Teachers use visuals, gestures, body language, expressions, modeling, and movement to complement verbal cues. For students to learn a new language in meaningful contexts, teachers must use every instructional strategy available to them, including the use of actual objects (realia), pictures, videos, and gestures to express meaning. This will allow students to develop comprehension without direct explanation.
- Teachers motivate students to stay in the target language. Students who are still new to the target language are encouraged to respond to teacher prompts and questions using sentence frames. As students progress toward higher levels of proficiency, they are encouraged to use on target language as much as possible.
- Teachers ask open-ended questions. Teachers challenge students' thinking, nudging their higher-order cognitive skills and giving them ample time to articulate each response. In immersion classrooms, it is especially important that teachers encourage students to give longer and more varied replies.
- Teachers regularly assess students' comprehension and skills development. Teachers monitor students' understanding through questioning techniques and formative assessments. They are consistently pushing students to use new words and expressions, more complex language structures, and more culturally appropriate language in their interactions and responses. Teachers also encourage students to use more specific vocabulary, as opposed to generic expressions, as they develop their skills.
- Teachers strategically plan various types of student interactions to promote a dynamic learning environment. Teachers mix the following types of interactions: teacher-students, student-student, whole group, and small groups. In small-group and project-based settings, teachers carefully evaluate the makeup of the various groups. Each student works with various students in the class and provides opportunities for long-term and ongoing student interactions.

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. Grades 3-5 students 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 NWEA MAP, DRA, EDL2, Wonder's IRI, LUSD performance tasks along with other 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 2020-2021 NWEA MAPS
- Analysis of 2020-2021 English Learners' progress
- Analysis of performance tasks
- Classroom observations of teaching
- Evaluation of the effectiveness of teacher professional development
- Evaluation of teacher collaboration for the purpose of improved instruction

Major findings from this analysis were:

- All grade levels that participated in the 2020-2021 NWEA MAP have shown growth in all three areas: English Reading, Spanish Reading and Math.
- Create an early reading intervention program to address student-specific needs based on Dibles and IDELS assessments
- Given our flat SBAC trajectory, we need to provide professional development and provide more guided grade-level collaboration during PLCs
- Solidify K-5 language proficiencies with California World Language Framework Benchmark

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, grade-level performance tasks, Everyday math unit assessments, 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. Based on data analysis, intervention groups are planned to support students who are not yet meeting standards. Teachers participate in ten 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 aligns with school goals 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 utilizes in-house experts to conduct trainings. Grade level teams collaborate with each other to identify student needs and instructional intervention strategies. District also offers Spanish TOSA support to the Spanish Immersion program. 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 on Wednesday for grade-level planning and PLCs

The grade-level planning/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

The grade-level planning 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 the 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 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. To stay focused and make the best use of teachers' time, teachers 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 they are operating as a team and accomplishing their goals.

Teaching and Learning

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

Teachers follow the LUSD grade-level unit matrices and use district adopted curriculum and assessments. Classroom instruction is aligned to CCSS and California World Language Standards. Teachers use grade level content, student learning intentions and success criteria to plan lessons and analyze student progress.

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

The class schedule includes whole group and small group instruction for language arts in the target language, English, math, and PE. science (NGSS), social studies, designated ELD, and Tier 2 support. Additional 3rd language and student leadership opportunities are scheduled as well. Teachers cycle subject areas such as social studies and science (NGSS) and teach integrated units that address multiple subject areas to maximize the 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 map, teachers meet regularly to build yearly pacing schedules for all curriculum areas. Teachers meet by grade levels 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 textbook in English/Spanish and other subject areas for each grade level. All students have access to these materials. All content related Mandarin materials are teacher created and standard-aligned.

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, Mandarin, 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. Teachers use Learning Headquarter 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. Teachers provide instruction in the target language, guided practice, and opportunities for independent practice so students can build mastery of concepts. Teachers assess 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, students receive individualized instruction, enhanced instruction time, and scaffolded lessons to increase learning success. Teachers use research-based practices when teaching guided reading, writing, and math in the target language. Specialized Academic Instructors support the learning of students in 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. These events 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. The school regularly interacts with family and community members around the school's vision and goals and organizes multiple opportunities for parents to assume leadership within the school community. We establish regular opportunities for family and community education that are organized and aligned to the school's vision and goals; allocates time and resources accordingly. Family and community members provide input into the content and structure of these educational opportunities. We use available technology to collaboratively establish or regularly maintain systems for communication between the school and family or community members. Communication methods are reviewed regularly and adjusted as needed. Communication is transparent, respectful, two-directional and multi-lingual (as needed). A majority of parents and community members articulate that their opinions are heard and valued. We use available technology to collaboratively collect and analyze family and community data to identify trends. Most school staff use family and community data for educational planning purposes.

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

Riverview understands the importance of including all stakeholders in the process of developing and monitoring our site plan and budget. The school conducted a comprehensive analysis of student performance in conjunction with district-level administration and identified areas of need and growth for the school programs.

Based on this assessment, the Riverview principal and staff team developed site goals and a budget plan which aligned with district areas of focus. The SPSA was then shared and discussed with the site leadership team to ensure that the plan is aligned with the site leadership objectives. The plan was submitted to the School Site Council with opportunities to ask questions and provide input and feedback. 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. The School Site Council reviews and approves the SPSA on October 13, 2021.

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 needs of the 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 additional student support in ELD and 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		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	0.66%	1.12%	1.4%	4	7	8
African American	1.81%	2.88%	2.2%	11	18	13
Asian	3.45%	4.15%	3.8%	21	26	22
Filipino	0.82%	1.28%	1.2%	5	8	7
Hispanic/Latino	28.45%	29.07%	33.4%	173	182	195
Pacific Islander	0.99%	0.64%	0.9%	6	4	5
White	60.36%	57.35%	52.9%	367	359	309
Multiple/No Response	3.45%	3.51%	4.3%	21	22	25
Total Enrollment				608	626	584

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Grade 2	164	175	153
Grade3	157	157	153
Grade 4	156	149	142
Grade 5	131	145	136
Total Enrollment	608	626	584

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 has been declining since 19-20
3. Student subgroup percentages have remained stable over the last three years.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	10	11	21	1.6%	1.8%	3.6%
Fluent English Proficient (FEP)	26	25	23	4.3%	4.0%	3.9%
Reclassified Fluent English Proficient (RFEP)	2	2	0	40.0%	20.0%	0.0%

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 4% of the student population.
2. The number of Fluent English Proficient has remained fairly consistent over time.
3. The number of RFEP has remained fairly consistent over time. However, for the year 20-21, due to COVID, we did not have any RFEP students.

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 (18-19)
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	
	18-19	19-20	18-19	19-20	18-19	19-20	18-19	19-20
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	
	18-19	19-20	18-19	19-20	18-19	19-20	18-19	19-20	18-19	19-20
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	
	18-19	19-20	18-19	19-20	18-19	19-20	18-19	19-20	18-19	19-20
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		
	18-19	19-20	18-19	19-20	18-19	19-20	18-19	19-20	
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		
	18-19	19-20	18-19	19-20	18-19	19-20	18-19	19-20	
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		
	18-19	19-20	18-19	19-20	18-19	19-20	18-19	19-20	
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	
	18-19	19-20	18-19	19-20	18-19	19-20	18-19	19-20
All Grades	*		*		*		*	

Conclusions based on this data:

1.
- Data not available.

School and Student Performance Data

Student Population

Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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

2019-20 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
626	22.8	1.8	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.	

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	11	1.8
Socioeconomically Disadvantaged	143	22.8
Students with Disabilities	45	7.2

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	18	2.9
American Indian	7	1.1
Asian	26	4.2
Filipino	8	1.3
Hispanic	182	29.1
Two or More Races	22	3.5
Pacific Islander	4	0.6
White	359	57.3

Conclusions based on this data:





- 2021-2022, our total enrollment remains fairly constant at about 580+ students.
- About 1/4 of our students are socioeconomically disadvantaged.
- Our largest subgroup of students is White students at 57%, followed by Hispanic students 29%.

School and Student Performance Data

Overall Performance

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

2019 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. We are in the green zone in ELA and blue zone in Math. 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 yellow zone indicating that we need to focus a bit more on PBIS and SEL prevention lessons.

School and Student Performance Data

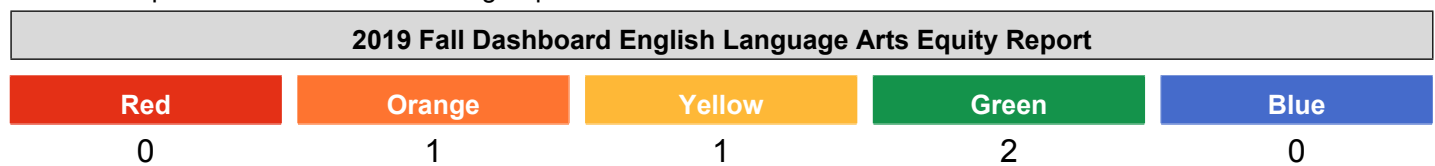
Academic Performance English Language Arts

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).







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		No Performance Color		No Performance Color	
27.4 points above standard		37.7 points above standard		0 Students	
Declined -3.1 points		Maintained -2.9 points			
428		15			
Homeless		Socioeconomically Disadvantaged		Students with Disabilities	
					
No Performance Color		Green		Orange	
0 Students		3.8 points above standard		39.2 points below standard	
		Increased ++5.2 points		Declined -11.7 points	
		105		34	

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 79.9 points above standard Increased ++6.4 points 14	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 0.5 points below standard Maintained -2.4 points 114	 No Performance Color 34.4 points above standard Declined -8.8 points 18	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	 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	Reclassified English Learners	English Only
Less than 11 Students - Data Not Displayed for Privacy 2	49.5 points above standard Declined -5 points 13	27.6 points above standard Maintained -2.5 points 408

Conclusions based on this data:

1. There is a 3.1 pt. decrease in ELA Performance for All Students/Student Group, but overall still stayed in the Green Zone.
2. Our students with disabilities experienced a decline of 11.7 pts in ELA Performance.
3. Our Socioeconomically Disadvantaged students are in the Green Zone. They experienced a growth in the overall ELA performance.

School and Student Performance Data

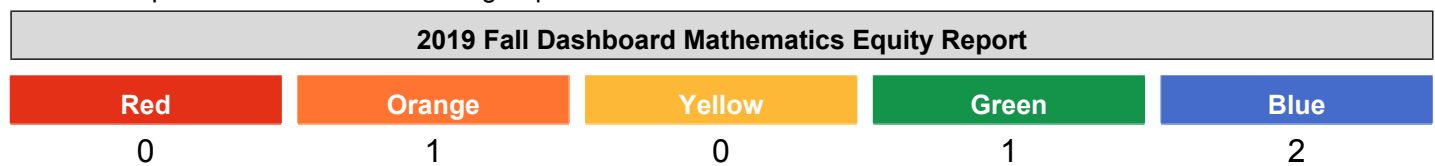
Academic Performance Mathematics

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).





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  Blue 42 points above standard Increased ++12 points 428	English Learners  No Performance Color 54.6 points above standard Maintained -0.3 points 15	Foster Youth
Homeless	Socioeconomically Disadvantaged  Blue 24.4 points above standard Increased Significantly ++17.2 points 106	Students with Disabilities  Orange 33.1 points below standard Declined -13.6 points 35

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
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Conclusions based on this data:

1. All students experienced high growth in Math .
2. Students of Socioeconomically Disadvantaged group experiences a good solid growth in Math.
3. Students with Disabilities all experienced a decrease in Math.

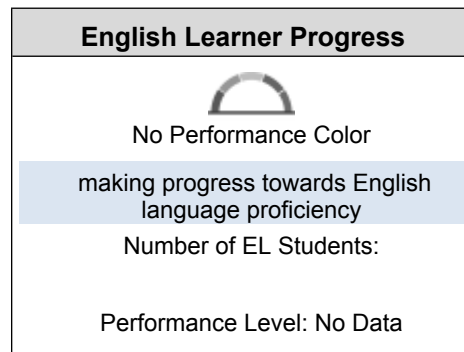
School and Student Performance Data

Academic Performance English Learner Progress

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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

Conclusions based on this data:

1. Data not available.

School and Student Performance Data

Academic Performance College/Career

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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. Data not available.

School and Student Performance Data

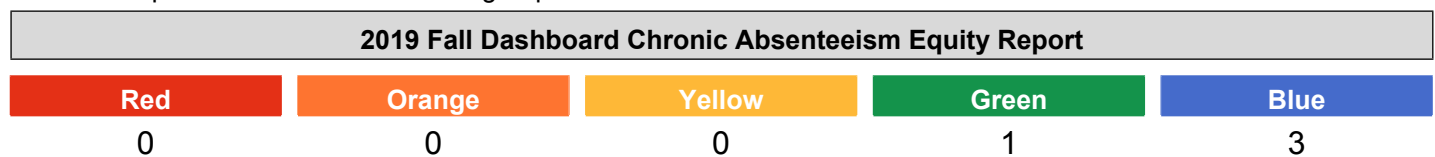
Academic Engagement Chronic Absenteeism

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).







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  <p>Blue</p> <p>1.6</p> <p>Declined -0.5</p> <p>609</p>	English Learners  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>10</p>	Foster Youth  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>3</p>
Homeless  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>0</p>	Socioeconomically Disadvantaged  <p>Green</p> <p>2.6</p> <p>Declined -1.9</p> <p>153</p>	Students with Disabilities  <p>Blue</p> <p>0</p> <p>Declined -1.9</p> <p>47</p>

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American  No Performance Color 0 11	American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	Asian  No Performance Color 0 Maintained 0 21	Filipino  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5
Hispanic  Blue 0.6 Declined -1.8 173	Two or More Races  No Performance Color 0 Maintained 0 21	Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	White  Blue 2.5 Maintained +0.3 367

Conclusions based on this data:

1. We experienced a 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 data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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. Data not available.

School and Student Performance Data

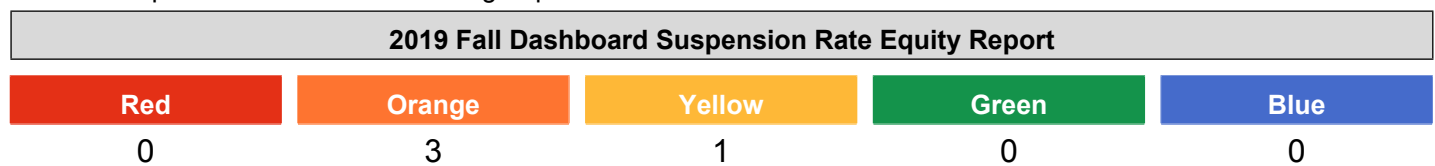
Conditions & Climate Suspension Rate

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).






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 from 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

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, 2022, all students, particularly our Students with Disabilities (SWD), Socio-Economically Disadvantaged (SED) and English Learner (EL) student populations, at Riverview Elementary will demonstrate measurable growth, as demonstrated in the tables below, in English Language Arts as measured by NWEA MAP, CAASPP, LUSD performance tasks, and curriculum assessments. At least 60% of students will meet or exceed the projected school growth using NWEA MAP ELA data.

Identified Need

Continue the need for high-quality classroom instruction and curriculum supplement is the first step in ensuring student success. Through tiered instruction and assessment support the five components of reading: phonemic awareness, phonics, fluency, vocabulary, and comprehension. The goal of Tier 2 is to remediate academic skill deficits with the idea that in doing so, students will be successful in the Tier 1 program without support. 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
School-Wide NWEA MAP ELA student data will be used to evaluate progress made with this goal school-wide.	Winter 2021 Mean ELA RIT Score 197	In an effort to accurately predict growth for the students and not the grade level we are expecting the following percentage growth for overall students based on their academic achievement in the prior grade level, and projecting growth for this student group in their current grade level. Meet or exceed the national normed growth rates at each grade measured Winter to Winter
Socioeconomic Disadvantaged Students (SED)	Winter 2021 Mean ELA RIT Score 185	Meet or exceed the national normed growth rates at each

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
NWEA MAP ELA student data will be used to evaluate progress made towards this goal.		grade measured Winter to Winter
Students with Disabilities (SWD) NWEA MAP ELA student data will be used to evaluate progress made towards this goal.	Winter 2021 Mean ELA RIT Score 194	Meet or exceed the national normed growth rates at each grade measured Winter to Winter
English Learners (EL) NWEA MAP ELA student data will be used to evaluate progress made towards this goal.	Winter 2021 Mean ELA RIT Score 183	Meet or exceed the national normed growth rates at each grade measured Winter to Winter
Grade 2 NWEA MAP ELA Data	Winter 2021 Mean ELA RIT Score 180.3 Spring 2021, 26% of 2nd Grade students perform High Average or High on the NWEA MAP ELA section	Meet or exceed the national normed growth rates at each grade measured Winter to Winter Expected growth for the 2022 Spring will be an increase of 5% of 2nd Grade students perform High Average or High on the NWEA MAP ELA section
Grade 3 NWEA MAP ELA Data	Winter 2021 Mean ELA RIT Score 195 Spring 2021, 44% of 3rd Grade students perform High Average or High on the NWEA MAP ELA section	Meet or exceed the national normed growth rates at each grade measured Winter to Winter Expected growth for the 2022 Spring will be an increase of 5% of 3rd Grade students perform High Average or High on the NWEA MAP ELA section
Grade 4 NWEA MAP ELA Data	Winter 2021 Mean ELA RIT Score 205.7 Spring 2021, 48% of 4th Grade students perform High Average	Meet or exceed the national normed growth rates at each grade measured Winter to Winter

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	or High on the NWEA MAP ELA section	Expected growth for the 2022 Spring will be an increase of 5% of 4th Grade students perform High Average or High on the NWEA MAP ELA section
Grade 5 NWEA MAP ELA Data	<p>Winter 2021 Mean ELA RIT Score 214.1</p> <p>Spring 2021, 53% of 5th Grade students perform High Average or High on the NWEA MAP ELA section</p>	<p>Meet or exceed the national normed growth rates at each grade measured Winter to Winter</p> <p>Expected growth for the 2022 Spring will be an increase of 5% of 5th Grade students perform High Average or High on the NWEA MAP ELA section</p>

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

School-wide Focus: Teacher Clarity

Teacher clarity is more than learning intentions and success criteria. But they are important components for ensuring that students learn. The learning intentions and success criteria are derived from the standards and teacher-made decisions about the effective flow of information for students' learning.

Teachers will utilize the following strategies to ensure Teacher Clarity:

- * Crafting learning intentions and success criteria (I can statements)
- * Co-constructing learning intentions and success criteria with learners
- * Creating opportunities for students to respond (i.e. formative assessment)
- * Providing effective feedback on and for learning
- * Sharing learning and process between students and 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.

1250	Unrestricted Lottery 5800: Professional/Consulting Services And Operating Expenditures Teacher Professional Development - Teacher In-house PD (1/4)
750	Unrestricted Lottery 5800: Professional/Consulting Services And Operating Expenditures Teacher Online PD Registrations (1/4)
125	Unrestricted Lottery 5800: Professional/Consulting Services And Operating Expenditures Other PD expenses (1/4)

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

Planning Instructional Unit Matrices: Designing learning experiences for students is an important aspect of every teachers' job. There are many strategies that might work to improve students' learning. Our teachers use the following strategies to build in their unit designs:

Grade K:

- *Literacy - teachers will commit to practicing high-frequency words (100 words) 3 times per week. One unit at a time, 2 units per trimester.
- *Writing - Kindergarten teachers will commit to writing pattern sentences three times a week.

Grade 1:

- *Literacy - Twice a week students will be able to retell orally using one Maravilla level reader and small passages.
- *Writing - Students will write at least one complete thought in their journal on a daily basis on a given topic related to daily teaching/unit/themes.

Grade 2:

- *Literacy - Students will read a new story once a week for fluency practice. Reading of the same story will occur daily. Practice the main idea and key details (verbal and written).
- *Writing - Modeled Writing, Graphic organizers, writing conferences with students at least once per trimester with each student.

Grade 3:

- *Literacy - teachers will commit to leading guided reading groups 4x a week (every student will receive small group reading instruction at least 1/week)

*Writing - teachers will commit to 10 minutes of modeled/demonstrated (thought process/metacognition) writing daily across content areas.

Grade 4:

*Literacy - teachers will focus on a fluency passage per week with comprehension questions. Students will have a check-in with the teacher at least once a month.

*Writing - Teachers will use Learning Headquarters organizers to develop a multi-paragraph essay including intro, body paragraphs, and conclusion once per trimester.

Grade 5:

*Literacy - Each teacher will use the DOC Icons and a consistent grade level Reading/Color Coded Annotation Key in the area of reading in Spanish/English. When reading grade-level texts (narrative, informative, opinion) students will be practicing annotation of key items with teacher scaffolding, via this color coding and use of corresponding symbols (Depth and Complexity Icons, etc.). We would begin doing this for at least once a month explicitly. (Introducing/focusing on one additional icon per month for T1-T2. T3 would be a review/making use of T1-T2 icons.)

*Writing - Each teacher will use the DOC Icons in supporting students with their writing in Spanish/English. Students will use Depth and Complexity Icons to plan their responses to varied prompts (narrative, informative, opinion). In order to support students in substantiating their thoughts with sufficient evidence, we will also work on creating student-friendly rubrics, sentence frames, outlines (Learning Headquarter Rubric in a student-friendly format, RACES, CUPS, etc.). We would be working on at least one of the above at least once a month explicitly.

Proposed Expenditures for this Strategy/Activity

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

2950

LCFF Base
1000-1999: Certificated Personnel Salaries
TEACHER COLLABORATION (1/3)

2850

LCFF Base
1000-1999: Certificated Personnel Salaries
DATA ANALYSIS RELEASE TIME (1/3)

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

Feedback & Assessments: Formative and summative evaluation play an essential role in signaling learning progress to students, especially when they are actively engaged in viewing data, making strategic decisions, and taking action on the next steps. These evaluation processes market the high-information feedback provided to students.

* tailor feedback procedures to in-person or distance learning environment

* Identify formative evaluation techniques to check for understanding in both in-person and virtual settings

* Formative evaluations include

* Exit slips

* Retelling

* Polling to respond to questions

* Practice tests

* Unit assessments data

* Summative evaluations include

* NWEA MAP

* CAASSP

Proposed Expenditures for this Strategy/Activity

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

2303

Unrestricted Lottery
4000-4999: Books And Supplies
STUDENT SUPPLIES (1/5)

2303

Unrestricted Lottery
5000-5999: Services And Other Operating
Expenditures
OPERATIONAL EXPENSES (1/5)

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

Reading-Writing Connection through content areas:

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. The 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.

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

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.

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 - A cooperative learning strategy that enables each student of a "home" group to specialize in one aspect of a topic

- * 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.

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.

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.

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.

Strategies:

- * RACES Writing Strategies: Restate the question/Answer the question/Cite evidence to support answers/Expand/Explain/Sum it up
- * 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)
- * Performance Task 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.

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

Students who need Tier 2 Instructional Support

Strategy/Activity

Tier 2 Intervention Support. Tier 2

Aims to Increase Student Reading Outcomes / Supports Classroom Instruction / Targets Needs with Intensity

1 English Learning Academy Teacher
1 Spanish Learning Academy Teacher

1 English Learning Academy Aide
1 Spanish Learning Academy Aide

20-30 minutes/day
4-5 days/week
2-2.5 weeks/session
12 Sessions/year

Intervention plan slide deck:

<https://docs.google.com/presentation/d/1S53Rq2bHUsmxDnNBDxoUxgnnAjb8tVAnlg61WLFif0/e/dit?usp=sharing>

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(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: 2020-21

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.

Due to the COVID-19 pandemic, SBAC was suspended. We use NWEA MAP as measurable data to record progress or make comparisons between 2020-21 and 2021-22.

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

The physical school closure, as the result of COVID 19, impacted the ability to complete all planned strategies and activities in 19-20 to meet the overall goal. While we kept all the best instructional practices in place, we didn't have our usual SBAC data to measure effectiveness. Riverview continues 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.

Due to learning loss from the long-term hybrid learning in 2020-2021, the district pays for one learning loss teacher and one learning loss aide to provide Tier 2 Early Reading Intervention for our students. We will also be investing our budget in professional development opportunities for our teachers.

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 year, we have a new long-term focus. Instead of only focusing on instructional strategies, we decided to focus on the mindset shift. We will be working on building teacher clarity that eventually transfers to learner clarity. It is only when teachers know and can articulate why students are learning what they are learning that they are in a position to design learning experiences that are authentic, relevant, and capable of cultivating the curiosity of the learners.

2020-2021 is the first year Riverview piloted NWEA MAP. The NWEA MAP assessment data was incomplete. 2021-2022, we should have complete NWEA MAP ELA test data from Grades 1-5 to measure student growth. We will also be using LUSD grade-level performance tasks at every trimester.

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

Mathematics: By May, 2022, all students, particularly our Students with Disabilities (SWD), Socio-Economically Disadvantaged (SED) and English Learner (EL) student populations, at Riverview Elementary will demonstrate measurable growth, as demonstrated in the tables below, in Math as measured by NWEA MAP, CAASPP, and other curriculum assessments. At least 60% of students will meet or exceed the projected school growth using student projected growth from NWEA MAP Math Data.

Identified Need

Continuing 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. Using the MTSS Kidwatch system, 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
School-Wide NWEA MAP Math student data will be used to evaluate progress made towards this goal school-wide.	Winter 2021 Math RIT Score 201	In an effort to accurately predict growth for the students and not the grade level we are expecting the following percentage growth for overall students based on their academic achievement in the prior grade level, and projecting growth for this student group in their current grade level. Meet or exceed the national normed growth rates at each grade measured Winter to Winter
Socioeconomic Disadvantaged Students (SED) NWEA MAP Math student data will be used to evaluate	Winter 2021 Math RIT Score 189	Meet or exceed the national normed growth rates at each grade measured Winter to Winter

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
progress made towards this goal.		
Students with Disabilities (SWD) NWEA MAP Math student data will be used to evaluate progress made towards this goal.	Winter 2021 Math RIT Score 196	Meet or exceed the national normed growth rates at each grade measured Winter to Winter
English Learners (EL) NWEA MAP Math student data will be used to evaluate progress made towards this goal.	Winter 2021 Math RIT Score 185	Meet or exceed the national normed growth rates at each grade measured Winter to Winter
Grade 2 NWEA MAP Math Data	Winter 2021 Math RIT Score 186.2 Spring 2021, 42% of 2nd Grade students perform High Average or High on the NWEA MAP Math section	Meet or exceed the national normed growth rates at each grade measured Winter to Winter Expected growth for the 2022 Spring will be an increase of 5% of 2nd Grade students perform High Average or High on the NWEA MAP Math section
Grade 3 NWEA MAP Math Data	Winter 2021 Math RIT Score 194.5 Spring 2021, 35% of 3rd Grade students perform High Average or High on the NWEA MAP Math section	Meet or exceed the national normed growth rates at each grade measured Winter to Winter Expected growth for the 2022 Spring will be an increase of 5% of 3rd Grade students perform High Average or High on the NWEA MAP Math section
Grade 4 NWEA MAP Math Data	Winter 2021 Math RIT Score 208.2 Spring 2021, 35% of 4th Grade students perform High Average or High on the NWEA MAP Math section	Meet or exceed the national normed growth rates at each grade measured Winter to Winter Expected growth for the 2022 Spring will be an increase of

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		5% of 4th Grade students perform High Average or High on the NWEA MAP Math section
Grade 5 NWEA MAP Math Data	<p>Winter 2021 Math RIT Score 218</p> <p>Spring 2021, 52% of 5th Grade students perform High Average or High on the NWEA MAP Math section</p>	<p>Meet or exceed the national normed growth rates at each grade measured Winter to Winter</p> <p>Expected growth for the 2022 Spring will be an increase of 5% of 5th Grade students perform High Average or High on the NWEA MAP Math section</p>

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

School-wide Focus: Teacher Clarity

Teacher clarity is more than learning intentions and success criteria. But they are important components for ensuring that students learn. The learning intentions and success criteria are derived from the standards and teacher-made decisions about the effective flow of information for students' learning.

Teachers will utilize the following strategies to ensure Teacher Clarity:

- * Crafting learning intentions and success criteria (I can statements)
- * Co-constructing learning intentions and success criteria with learners
- * Creating opportunities for students to respond (i.e. formative assessment)
- * Providing effective feedback on and for learning
- * Sharing learning and process between students and 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.

1250	Unrestricted Lottery 5800: Professional/Consulting Services And Operating Expenditures Teacher Professional Development - Teacher In-house PD (1/4)
750	Unrestricted Lottery 5800: Professional/Consulting Services And Operating Expenditures Teacher Online PD Registrations (1/4)
125	Unrestricted Lottery 5800: Professional/Consulting Services And Operating Expenditures Other PD expenses (1/4)

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

Grade K - Teachers will commit to studying number sense 3 times per week.

Grade 1 - Students will be able to orally/written explain their mathematical reasoning. Using the problem of the day (math concept of the day, math strategy, etc.) based on the current unit this will happen on a daily basis.

Grade 2 - Students will decompose a number of the day daily. Includes daily practice of an addition, subtraction problem, place value, telling time and solving a problem with an explanation including various learned strategies.

Grade 3 - Teachers will commit to 1x a week word problems using depth and complexity icons.

Grade 4 - Teachers will provide whole-class review of multidigit addition and subtraction (trimester 1), multiplication (trimester 2), division (trimester 3) three timer per week

Grade 5 - Each teacher will use the depth and complicity icons across varied subject areas, including mathematics in order to have students practice providing their reasoning for their responses and strengthening both their procedural/conceptual understanding of grade-level content. We would begin using this strategy at least once a month explicitly.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(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 1000-1999: Certificated Personnel Salaries TEACHER COLLABORATION (1/3)
2850	LCFF Base 1000-1999: Certificated Personnel Salaries DATA ANALYSIS RELEASE TIME (1/3)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

Students receive adaptive Tier 2 Math

Strategy/Activity

The Imagine Learning supplemental math programs provide adaptive, age-appropriate learning environments for students in PreK–8.

*Grades K–2: Offers engaging, effective math instruction designed to help early-learners learn and love math

*Grades3-5: Builds conceptual understanding and problem-solving skills with the support of a live teacher

Khan Academy's MAP Recommended Practice allows teachers to enter their students' NWEA MAP Growth test scores to generate a customized playlist of math 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.

2550	Unrestricted Lottery 4000-4999: Books And Supplies STUDENT SUPPLIES (1/5)
2900	Unrestricted Lottery 5000-5999: Services And Other Operating Expenditures OPERATIONAL EXPENSES (1/5)

Annual Review

SPSA Year Reviewed: 2020-21

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.

Due to the COVID-19 pandemic, SBAC was suspended. We use NWEA MAP as measurable data to record progress or make comparisons between 2020-21 and 2021-22.

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

The physical school closure, as the result of COVID 19, impacted the ability to complete all planned strategies and activities in 19-20 to meet the overall goal. While we keep all the best instructional practices in place, we don't have our usual SBAC data to measure effectiveness. Riverview continues 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.

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 year, we have a new long-term focus. Instead of only focusing on instructional strategies, we decided to focus on the mindset shift. We will be working on building teacher clarity that eventually transfers to learner clarity. It is only when teachers know and can articulate why students are learning what they are learning that they are in a position to design learning experiences that are authentic, relevant, and capable of cultivating the curiosity of the learners.

2020-2021 is the first year Riverview piloted NWEA MAP. The NWEA MAP assessment data was incomplete. 2021-2022, we should have complete NWEA MAP Math test data from Grades 1-5 to measure student growth. We will also be using LUSD grade-level performance tasks at every trimester.

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 support that enables them to thrive socially and emotionally, including the celebration of the diversity within our community and affirmation of the importance of our common humanity. Schools will set annual goals to improve the social-emotional wellbeing of students.

Goal 3

Increase Students' Socio-Emotional Health by fostering knowledge, skills, and attitudes students need to develop healthy identities, create meaningful relationships, and engage productively using a variety of SEL learning resources, tools, and strategies.

Identified Need

Continue the need for a multi-tiered framework to make our school more effective places. PBIS and the school counselor are an 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	2020-21 California Healthy Kids Survey Result	Improved 2021-22 California Healthy Kids Survey results
Attendance Records	2018-19 Attendance Data	
Data from SUMS Grant	2019-2020 total number of referrals for FIGHTING or AGGRESSION 64 total number of referrals for THEFT 0 total number of referrals for CHEATING 0 total number of referrals for DISRUPTION or DEFIANCE 38 total number of referrals for All other categories 25	Improved 2021-22 SUMS Grant 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: the whole classroom in-person or virtual lessons. This year RV is doing bullying prevention lessons.

Tier 2: small group support

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.

1250

Unrestricted Lottery
5800: Professional/Consulting Services And Operating Expenditures
Teacher Professional Development - Teacher In-house PD (1/4)

750

Unrestricted Lottery
5800: Professional/Consulting Services And Operating Expenditures
Teacher Online PD Registrations (1/4)

125

Unrestricted Lottery
5800: Professional/Consulting Services And Operating Expenditures
Other PD expenses (1/4)

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

Weekly Wisdom Message:

The centerpiece of this program is a series of thought-provoking inspirational messages that are narrated over our school youtube LIVE Stream channel. In just 15 minutes a day, the Principal can reach every student and every staff member with a few words of wisdom that will uplift and promote a more positive and effective school climate.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(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 4000-4999: Books And Supplies PBIS Rewards
3500	LCFF Base 4000-4999: Books And Supplies PBIS & SEL Supplemental Resources

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

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

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.

2303	Unrestricted Lottery 4000-4999: Books And Supplies
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	STUDENT SUPPLIES (1/5)
2303	Unrestricted Lottery 5000-5999: Services And Other Operating Expenditures OPERATIONAL EXPENSES (1/5)

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

This year, we are piloting Sanford Harmony as our basic instructional framework to address and enhance our students' social-emotional learning needs. We are keeping this framework simple and fundamental. By following these foundational principles, we are proactively connecting our students' social-emotional learning with what's happening in our county, district, school, and community.

Below are five bi-monthly SEL foci listed below:

September/October: Diversity and Inclusion/Bully Prevention

November/December: Peer Relationships

January/February: Communication

March/April: Problem Solving

May/June: Critical Thinking

Teachers are not required to use Sanford Harmony as the teaching resource. They use personal style, flair, and creativity when teaching these bi-monthly SEL topics. For those who need access to quick SEL resources in English and Spanish, Sanford Harmony is a great option. As you begin using these materials, we would appreciate any feedback for future references.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(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: 2020-21

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

ANALYSIS

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

The school-wide PBIS was implemented for the 2020-2021 school year. Before the school moved to an online learning platform, we did see a reduction in the number of referrals sent to the office for behavior. Informal data based on student, parent feedback through online survey and virtual parent meetings.

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

Riverview did see a reduction of suspensions, and a marked reduction in the number of referrals. This could be in part due to the implementation of the Positive Behavior Intervention and Support (PBIS) program, and part due to long-term hybrid learning in 2020-2021.

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 year, we are piloting Sanford Harmony as our basic instructional framework to address our students' social-emotional learning needs. We are keeping this framework simple and fundamental. By following these foundational principles, we are proactively connecting our students' social-emotional learning with what's happening in our county, district, school, and community. Goals will be met through creative and innovative practices to reach out and support students utilizing synchronous and asynchronous learning platforms.

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

Innovation and Engagement: The district and school sites will pursue purposeful and innovative instructional models to foster high levels of student engagement and ensure that all students are academically challenged.

Goal 4

RV students will continue to receive enrichment opportunities in a 3rd language (Spanish Enrichment 30 mins/week and Mandarin Enrichment 30 mins/week). Additionally, students will have access to specific leadership and other learning opportunities including music, culture, student leadership and community outreach events.

Identified Need

Continue to encourage our students' curiosity and further learning. A 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
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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)

All students

Strategy/Activity

Riverview Student Leadership Opportunities

One of the primary focuses 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.

Student leadership position available: school ambassadors, student influencers on school YouTube Channel.

Service Learning & community engagement projects - a teaching and learning strategy that integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(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 Depths & Complexity Tools PBIS & Traffic Posters Assessment Tools
1000	LCFF Base 4000-4999: Books And Supplies Other Instructional Resources
1800	LCFF Base 5000-5999: Services And Other Operating Expenditures Community Outreach
200	LCFF Base 5000-5999: Services And Other Operating Expenditures Smore Newsletter for school-wide communication

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

Grade 2-5: 1-2 sessions a week (30 mins/session)

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. Language 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.

22000	LCFF Base 2000-2999: Classified Personnel Salaries LCFF Augmentation Part-time Spanish Enrichment Teacher
2303	LCFF Base 4000-4999: Books And Supplies STUDENT SUPPLIES (1/5)

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 2-5: 1 to 2 sessions a week (30 mins/session)

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. Language 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.

2000	LCFF Base 2000-2999: Classified Personnel Salaries LCFF Augmentation Mandarin Enrichment (CI teachers x 1)
2303	Unrestricted Lottery 5000-5999: Services And Other Operating Expenditures OPERATIONAL EXPENSES (1/5)

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

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 - 5th Grade Award; other celebrations

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(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 5000-5999: Services And Other Operating Expenditures School Promotion (Parent meeting after school teacher pay)
1000	Unrestricted Lottery 1000-1999: Certificated Personnel Salaries RV Sponsored Events
2000	Unrestricted Lottery 4000-4999: Books And Supplies NGSS Supplemental Resources

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

Other Enrichment Learning Opportunities for students.

K-4 Music lessons: students receive a progressive series of music classes to TK-4th grade students at elementary schools. Classes are taught online with one of engaging and talented music teachers from City Heigh Musical School!

K - 1st graders - Travel around the world in our World Music class, exploring rhythms, songs, and even dance!

2nd graders - Learn the basics of notes and rhythms on the recorder!

3rd graders - Grab a pair of drumsticks to exercise mind and body!

4th graders - Ukuleles in selected schools!

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(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
Music Learning: Grades 2-4
Online Instructors

3000

LCFF Base
4000-4999: Books And Supplies
Music Learning: Grades 2-4
Music instruments

Annual Review

SPSA Year Reviewed: 2020-21

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.

2020-2021 was the first year that the school offer Wisdom message and music lesson for our students. The feedback were very positive, we will continue offer these opportunities for our students in 2021-2022.

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

In 2020-2021, music lesson was offer to Riverview at a very low cost due to music grant. In 2021-2022, we incurred a significant increase in cost in music due to lack of grant funding.

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.

RV students will continue to receive enrichment opportunities in a 3rd language (Spanish Enrichment 30 mins/week and Mandarin Enrichment 30 mins/week). Additionally, students will have access to specific leadership and other learning opportunities including music, culture, student leadership and community outreach events.

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

The Board continues to support LUSD signature programs that build Student Profile competencies:
Multilingualism: Support and maintain multilingual opportunities in our schools.

Goal 5

By Spring 2022, 70% of 5th grade students will meet the grade-level target language proficiency targets across three modes of communication (Interpersonal, Interpretive, and Presentational) as measured with the ACTFL Assessment of Performance toward Proficiency in Languages (AAPPL).

Identified Need

All L2 Immersion students

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Kinder Spanish California World Language Framework proficiency targets	Interpretive: Novice Low - Mid Interpersonal: Novice Low - Mid Presentational: Novice Low	Interpretive: Novice Low - Novice Mid Interpersonal: Novice Low - Novice Mid Presentational: Novice Low
1st Grade Spanish California World Language Framework proficiency targets	Interpretive: Novice Mid Interpersonal: Novice Mid Presentational: Novice Mid	Interpretive: Novice Mid Interpersonal: Novice Mid Presentational: Novice Mid
2nd Grade Spanish California World Language Framework proficiency targets	Interpretive: Novice High Interpersonal: Novice High Presentational: Novice Mid	Interpretive: Novice High Interpersonal: Novice High Presentational: Novice Mid
3rd Grade Spanish California World Language Framework proficiency targets	Interpretive: Novice High Interpersonal: Novice High Presentational: Novice High	Interpretive: Novice High Interpersonal: Novice High Presentational: Novice High
4th Grade Spanish California World Language Framework proficiency targets	Interpretive: Novice High - Intermediate Low Interpersonal: Novice High - Intermediate Low Presentational: Novice High - Intermediate Low	Interpretive: Novice High - Intermediate Low Interpersonal: Novice High - Intermediate Low Presentational: Novice High - Intermediate Low
5th Grade Spanish	Interpretive: Intermediate Low	Interpretive: Intermediate Low

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California World Language Framework proficiency targets	Interpersonal: Intermediate Low Presentational: Intermediate Low	Interpersonal: Intermediate Low Presentational: Intermediate Low
Kinder Mandarin California World Language Framework proficiency targets	Interpretive: Novice Low Interpersonal: Novice Low Presentational: Novice Low	Interpretive: Novice Low Interpersonal: Novice Low Presentational: Novice Low
1st Grade Mandarin California World Language Framework proficiency targets	Interpretive: Novice Mid Interpersonal: Novice Mid Presentational: Novice Low	Interpretive: Novice Mid Interpersonal: Novice Mid Presentational: Novice Low
2nd Grade Mandarin California World Language Framework proficiency targets	Interpretive: Novice Mid - Novice High Interpersonal: Novice High Presentational: Novice Low - Mid	Interpretive: Novice Mid - Novice High Interpersonal: Novice High Presentational: Novice Low - Mid
3rd Grade Mandarin California World Language Framework proficiency targets	Interpretive: Novice High Interpersonal: Novice High Presentational: Novice Mid	Interpretive: Novice High Interpersonal: Novice High Presentational: Novice Mid
4th Grade Mandarin California World Language Framework proficiency targets	Interpretive: Novice High Interpersonal: Novice High Presentational: Novice High	Interpretive: Novice High Interpersonal: Novice High Presentational: Novice High
5th Grade Mandarin California World Language Framework proficiency targets	Interpretive: Novice High - Intermediate Low Interpersonal: Intermediate Low Presentational: Novice High - Intermediate Low	Interpretive: Novice High - Intermediate Low Interpersonal: Intermediate Low Presentational: Novice High - Intermediate Low

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 L2 immersion students

Strategy/Activity

Spanish & Mandarin Immersion Language Can-Do Statements

Teacher use the NCSSFL-ACTFL Can-Do Statements to plan their performance-based learning targets. Share with students and have them create their own goals. Reference the can-do statements when needed. At the end of language lesson, assignment or tasks, have students self assess progress towards their goals. Work samples that meet these goals provide the evidence. Share with students that their performance levels might not be at the same level in all modes of communication. Reading comprehension (Interpretive Reading) may be higher than personal conversations (Interpersonal), or Presentational writing may be higher or lower than Presentational speaking depending on individual learning experiences.

Proposed Expenditures for this Strategy/Activity

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

2850	LCFF Base 1000-1999: Certificated Personnel Salaries TEACHER COLLABORATION (1/3)
2850	LCFF Base 1000-1999: Certificated Personnel Salaries DATA ANALYSIS RELEASE TIME (1/3)
2303	Unrestricted Lottery 4000-4999: Books And Supplies STUDENT SUPPLIES (1/5)
2303	Unrestricted Lottery 5000-5999: Services And Other Operating Expenditures OPERATIONAL EXPENSES (1/5)
1250	LCFF Base 5800: Professional/Consulting Services And Operating Expenditures Teacher Professional Development - Teacher In-house PD (1/4)
750	LCFF Base 5800: Professional/Consulting Services And Operating Expenditures Teacher Online PD Registrations (1/4)
125	LCFF Base 5800: Professional/Consulting Services And Operating Expenditures Other PD expenses (1/4)

Annual Review

SPSA Year Reviewed: 2020-21

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 were able to resume 5th grade AAPPL language test in 2020-2021.

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 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.

This year, we will adopt the AAPPL Performance Scale and align our immersion program to the California World Language Framework benchmark in communicating and assessing what and how well our students can function in three modes of communication. The scoring guide is organized according to the Interpretive, Interpersonal, and Presentational Modes of Communication as described in the California World Language Standards. These comprehensive sets of score descriptions and strategies are helpful in setting our own curriculum goals and strategies. The descriptions of each sublevel of the AAPPL Performance Scale (for each separate skill) will be shared with our teachers to ensure their students are able to consistently speak, write, read, and listen in the target language at the levels that align with the California World Language Standards and Framework.

- Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.
- Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.
- Presentational Communication: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.

<https://www.languagetesting.com/aappl-scores>

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	\$96,224.00

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 (\$)
LCFF Base	\$64,778.00
Unrestricted Lottery	\$31,446.00

Subtotal of state or local funds included for this school: \$96,224.00

Total of federal, state, and/or local funds for this school: \$96,224.00

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	64,854.26	76.26
LCFF Supplemental	0.00	0.00
Unrestricted Lottery	31,495.12	49.12

Expenditures by Funding Source

Funding Source	Amount
LCFF Base	64,778.00
Unrestricted Lottery	31,446.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	18,350.00
2000-2999: Classified Personnel Salaries	24,000.00
4000-4999: Books And Supplies	24,762.00
5000-5999: Services And Other Operating Expenditures	20,612.00
5800: Professional/Consulting Services And Operating Expenditures	8,500.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF Base	17,350.00
2000-2999: Classified Personnel Salaries	LCFF Base	24,000.00
4000-4999: Books And Supplies	LCFF Base	13,303.00
5000-5999: Services And Other Operating Expenditures	LCFF Base	8,000.00

5800: Professional/Consulting Services And Operating Expenditures	LCFF Base	2,125.00
1000-1999: Certificated Personnel Salaries	Unrestricted Lottery	1,000.00
4000-4999: Books And Supplies	Unrestricted Lottery	11,459.00
5000-5999: Services And Other Operating Expenditures	Unrestricted Lottery	12,612.00
5800: Professional/Consulting Services And Operating Expenditures	Unrestricted Lottery	6,375.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	12,531.00
Goal 2	13,425.00
Goal 3	10,731.00
Goal 4	47,106.00
Goal 5	12,431.00

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
- 2 Other School Staff
- 8 Parent or Community Members

Name of Members	Role
Grace Cox (RV & WG)	Principal
Carolyn Hood (RV & WG)	Other School Staff
Marisa Robertson	Other School Staff
Cecilia Ochoa (RV)	Classroom Teacher
Adrianna Huffine (RV)	Classroom Teacher
Miriam Mitlich-Penunuri (WG)	Classroom Teacher
Maria Llamas (RV)	Classroom Teacher
Jerika Soule (RV)	Parent or Community Member
Autumn Ellenson (RV)	Parent or Community Member
Nicole Mangum (RV)	Parent or Community Member
Kristin Beattie (WG)	Parent or Community Member
Cheryl Shitabata (RV)	Parent or Community Member
Brian Leonard (RV)	Parent or Community Member
Deanie Marin-Lucchesi (RV)	Parent or Community Member
Chancey Maglaras-Alexander	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

1 

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 10/13/2021.

Attested:



Principal, Grace Cox on 10/13/2021



SSC Chairperson, Nicole Pedone on 10/13/2021

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 Year: 2021-22



Tierra del Sol

MIDDLE SCHOOL

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

Additional Targeted 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.

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).

2020-2021 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, 65% of our 7th grade students felt connected to school and felt they had caring adult relationships on campus, compared to 57% in the 2019-2020 school year. 63% of our 7th grade students felt they had motivation to do well in their academics, and 66% of our 7th grade students felt safe on campus, compared to 56% in 2020.

Fall 2020 School Counseling Student Survey: Our students completed this survey Fall 2020. The purpose of this study was to see the needs of the students during COVID, and what was and wasn't working with our current hybrid and DL schedules. Survey results revealed that the top three areas students wanted/needed to improve were: 44.9% of our students wanted more help with time management and organizational skills, 44.9% of students wanted to learn more skills for learning (focusing, attention, memory, etc.) and 32.6% of students wanted more help with stress management and mindfulness. When asked about the best and worst parts of the 20-21 school year, the responses ranged from loving the flexibility of the hybrid schedule to missing friends and wanting to go back to school 100%.

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).

Summary of Findings: Students and teachers are becoming comfortable in the classroom again! Teachers are working more diligently to get students to speak more in class. Students and staff members are still required to wear masks in the classroom, and teachers are getting creative to limit the amount of movement inside the class to avoid close contacts. ELA and Math classes are teaching skills and standards aligned with the agreed-upon grade-level matrices. More teachers are offering students flexibility to complete their assignments and show their mastery of skills through choice boards and design thinking projects. This is definitely a strength at TdS.

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 2020-2021 ELPAC scores
- Analysis of 2019-2020 Suspension Rates
- Analysis of 2019-2020 Chronic Absenteeism
- Analysis of 2020-2021 MAPS data
- Analysis of site developed assessments
- Classroom observations of teaching
- Review of required instructional minutes in core academic areas

Major findings from this analysis were:

English Language Learners:

We can identify enrollment for English Language Learners consistently below 10% of the total enrollment each year. Enrollment for this group has stayed relatively stable over the past three academic school years. Although a somewhat low percentage of the student population are English Language Learners (7.1% in the 2018-2019 school year), both White and Hispanic or Latino populations compose the majority of the school enrollment with 34.07 and 24.5 respectively, the trends I found in the subsequent data points, I am noticing an equity gap when compared to other subgroups.

Chronic Absenteeism for English Language Learners and has remained above 10% for the exception of the 2017-2018 school year. Students not attending school can have a significant loss of progress and could be adding to the equity gap for English Learner progress. Additionally, this group was within the highest percentages of chronic absenteeism in comparison to other larger groups of students. For example, the subgroup of students in the Socioeconomically Disadvantaged group has a higher enrollment at my site, yet when compared with the students in the ELL subgroup, Socioeconomically Disadvantaged subgroup had less chronic absenteeism than the ELL subgroup. Thus, further confirming my selection in analyzing data for English Learner progress.

We analyzed CAASP ELA and Math Standard Met percentages for 2018-2019 school year for 6th through 8th grade, and these data points sustain my findings of an equity gap due to a pattern of low percentage of students meeting grade level standards. Consistently, students in the English Language Learners subgroup do not meet the grade level standards. Less than 3% of this student population met the Math Grade Level Standards and in English Language Arts there was a sharp decrease in students meeting grade level standards. This disparity led me to review other indicators with the goal of examining other possible gaps within this state indicator.

We analyzed CAASP ELA and Math Standard Met for 6th through 8th grade English Language Learners, these data points sustain my findings of an equity gap due to a pattern of low percentage of students meeting grade level standards. Consistently, students in the English Language Learners subgroup do not meet the grade level standards. Less than 3% of this student population met the Math Grade Level Standards and in English Language Arts there was a sharp decrease in students meeting grade level standards. This disparity led me to review other indicators with the goal of examining other possible gaps within this state indicator.

I noticed a pattern of increase in suspension rates for English Language Learners. The increase is significant in the three year comparison with an increase from 0% in the 2016-2017 school year to 12.1% in the 2018-2019 school year. One additional data reviewed was table 6, where I analyzed the ELPAC Summative overall performance. Although there was a discrepancy in the most recent school year by having less than half of students tested than the previous two year, there was still a trend of less students scoring at the Proficiency Levels 4 and 3 on the ELPAC summative assessment.

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.

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.

An analysis of MAPS Fall data (2019 in comparison to 2020) shows students in grades 7 and 8 surpassed the grade-level norms projected growth, while 6th grade did not. Issues included the way in which the test was given, however, we also worked on specific ELA and Math goals that showed to lead to improvements in 7th and 8th grade results.

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.

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 amount 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 6th 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:

Now that we have identified specific standards that are being taught throughout the year, we now have to transition into completing our design thinking units, so students can learn these skills/standards, while still learning the LUSD profile characteristics that will allow our students to practice these skills and standards in other classes and outside of school as well. Experiences need to be more equitable in nature and relatable to our students so there can be more buy in and enjoyment.

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:

MAPS data from Fall 2019 and Fall 2020 shows a slight increase in Math scores, grades 6-8, but not as much as the grade-level norms projected growth.

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 through OpenSci Ed curriculum. 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)

TDS is currently on a modified block schedule. Classes are 61 minutes, 3 days a week. Students also have a 30 minute Social Emotional class four days a week, and Tier 1 intervention three days a week with WINN class.

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)

100% of materials are available per Williams Act requirements.

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 Tier I intervention to all students with WINN class and Tier 2 and 3 intervention with our Loss Mitigation teachers and with KIDSWATCH conversations in subject and grade level meetings.

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 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 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

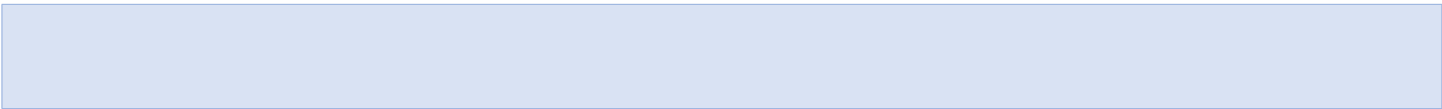
Tierra del Sol Middle School works with our school site council to develop and approve or School Site Plan. We regularly meet to update, edit, and improve the plan throughout the year. Or SSC meets bi-monthly during the year.

Resource Inequities

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

We identified the following resource inequities:

- We have a high number of students who are still disconnected from school or who are having a difficult time returning to the school setting.
- Our EL students and SPED students are still struggling within the General Ed setting and did not meet the expected growth in the ELPAC and on MAPS assessments.



School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	2.2%	1.19%	1.2%	17	9	9
African American	2.33%	2.65%	1.8%	18	20	13
Asian	1.55%	1.86%	2.3%	12	14	17
Filipino	0.65%	0.8%	1.1%	5	6	8
Hispanic/Latino	32.43%	33.42%	35.5%	251	252	259
Pacific Islander	0.9%	0.93%	1.0%	7	7	7
White	55.94%	54.77%	52.7%	433	413	385
Multiple/No Response	4.01%	4.38%	4.4%	31	33	32
Total Enrollment				774	754	730

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Grade 6	285	235	238
Grade 7	263	273	223
Grade 8	226	246	269
Total Enrollment	774	754	730

Conclusions based on this data:

1. We continue to grow! Though our enrollment decreased by 20 from 2018 to 2019, we continue to see change in our demographics, which shows a shift in the neighborhood. This should lead to a closer analysis of our curricula, as well as an analysis of our programs to ensure all students feel connected to school.
2. There is a clear decrease in our enrollment, which is across the district, and there continues to be a decrease in enrollment, beginning with the 2020-2021 school year. Students are moving out of state and parents are choosing private and charter school options due to our current hybrid and DL schedule. We continue to work with stakeholders to implement a plan that will increase enrollment during this time.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	55	46	46	7.1%	6.1%	6.3%
Fluent English Proficient (FEP)	47	50	56	6.1%	6.6%	7.7%
Reclassified Fluent English Proficient (RFEP)	2	5	0	3.7%	9.1%	0.0%

Conclusions based on this data:

1. There was an increase in students who redesignated during the 2019-2020 school year. This could be because of improvement on the 2018 CAASSP, as well as an effort to increase EL overall grades in ELA and Math.

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.	2508.	11.26	12.31	14.34	36.04	30.38	27.92	31.08	27.31	27.17	21.62	30.00	30.57
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	14.55	34.74	33.49	30.21	29.58	26.32	25.87	21.75	25.55	29.37

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	11.32	59.91	47.69	56.98	25.23	36.92	31.70
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	18.88	55.87	48.29	54.27	23.32	30.69	26.85

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. Now that standards alignment is in place, we need to focus our time creating curriculum, projects, and assessments that are meaningful to students.
2. Students need different opportunities to show their mastery in specific skills and standards.
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. Math teachers need to better understand the eight SMP's, in order to transform and impact student understanding and learning in Math.
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	
	18-19	19-20	18-19	19-20	18-19	19-20	18-19	19-20
Grade 6	1546.9		1569.5		1523.9		17	
Grade 7	1510.6		1508.6		1512.1		14	
Grade 8	1556.2		1564.9		1547.1		22	
All Grades							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	
	18-19	19-20	18-19	19-20	18-19	19-20	18-19	19-20	18-19	19-20
6	41.18		23.53		29.41		5.88		17	
7	14.29		50.00		14.29		21.43		14	
8	27.27		27.27		36.36		9.09		22	
All Grades	28.30		32.08		28.30		11.32		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	
	18-19	19-20	18-19	19-20	18-19	19-20	18-19	19-20	18-19	19-20
6	58.82		17.65		17.65		5.88		17	
7	50.00		21.43		7.14		21.43		14	
8	45.45		36.36		9.09		9.09		22	
All Grades	50.94		26.42		11.32		11.32		53	

Listening Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	18-19	19-20	18-19	19-20	18-19	19-20	18-19	19-20	
6	35.29		52.94		11.76		17		
7	21.43		50.00		28.57		14		
8	13.64		63.64		22.73		22		
All Grades	22.64		56.60		20.75		53		

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	18-19	19-20	18-19	19-20	18-19	19-20	18-19	19-20
6	70.59		17.65		11.76		17	
7	64.29		21.43		14.29		14	
8	68.18		22.73		9.09		22	
All Grades	67.92		20.75		11.32		53	

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	18-19	19-20	18-19	19-20	18-19	19-20	18-19	19-20
6	0.00		47.06		52.94		17	
7	7.14		42.86		50.00		14	
8	13.64		50.00		36.36		22	
All Grades	7.55		47.17		45.28		53	

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	18-19	19-20	18-19	19-20	18-19	19-20	18-19	19-20
6	23.53		64.71		11.76		17	
7	7.14		71.43		21.43		14	
8	0.00		95.45		4.55		22	
All Grades	9.43		79.25		11.32		53	

Conclusions based on this data:

1. A majority of our students continue to be in the "Somewhat/Moderately" section in the Writing Domain. Students are improving each grade level, but not enough to move into the "Well Developed" section. Students are with making small incremental growth, or students who are "Well Developed in 6th grade drop to "Moderately Well" in their 7th and 8th grade years.
2. EL students are struggling in the Reading Domain. More targeted reading, writing, and listening strategies need to be implemented in all of our classrooms.
3. EL students are mastering oral language much faster than the other domains. Students have much more time to practice oral language. We need to make the other domains more accessible in every day life as well.

School and Student Performance Data

Student Population

Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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

2019-20 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
754	47.7	6.1	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.

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	46	6.1
Foster Youth	3	0.4
Homeless	1	0.1
Socioeconomically Disadvantaged	360	47.7
Students with Disabilities	135	17.9

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	20	2.7
American Indian	9	1.2
Asian	14	1.9
Filipino	6	0.8
Hispanic	252	33.4
Two or More Races	33	4.4
Pacific Islander	7	0.9
White	413	54.8

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

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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

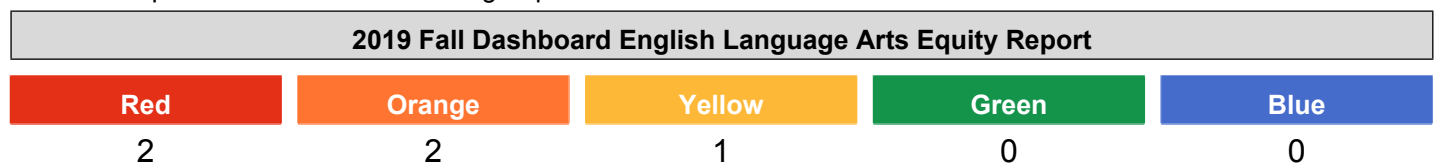
Academic Performance English Language Arts

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).







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	
					
Orange		Red		No Performance Color	
12.6 points below standard		79.3 points below standard		Less than 11 Students - Data Not Displayed for Privacy	
Declined -8.5 points		Declined Significantly -22.3 points		2	
697		64			
Homeless		Socioeconomically Disadvantaged		Students with Disabilities	
					
No Performance Color		Orange		Red	
Less than 11 Students - Data Not Displayed for Privacy		43.7 points below standard		89.5 points below standard	
1		Declined -13.8 points		Declined -13.4 points	
		318		126	

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American  No Performance Color 18 points below standard Increased ++7.6 points 16	American Indian  No Performance Color 98 points below standard 14	Asian  No Performance Color 51.7 points above standard 12	Filipino  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5
Hispanic  Orange 37.3 points below standard Declined -6.4 points 223	Two or More Races  No Performance Color 0.6 points below standard Declined Significantly -19.5 points 28	Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	White  Yellow 0.6 points above standard Declined -8 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 34.5 points below standard Declined Significantly -33.7 points 25	English Only 7 points below standard Declined -8.5 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

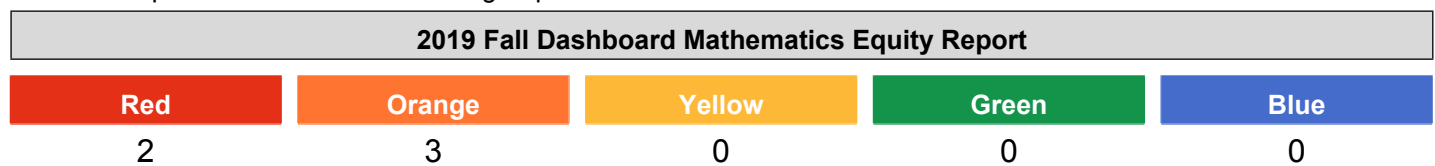
Academic Performance Mathematics

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).







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.

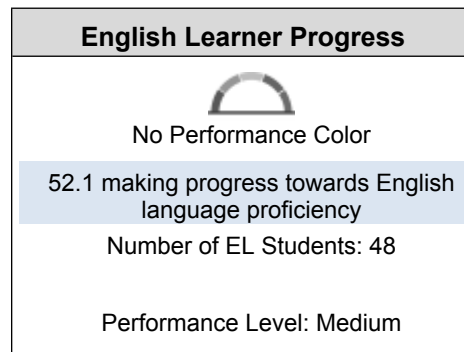
School and Student Performance Data

Academic Performance English Learner Progress

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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
20.8	27.0	18.7	33.3

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 data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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

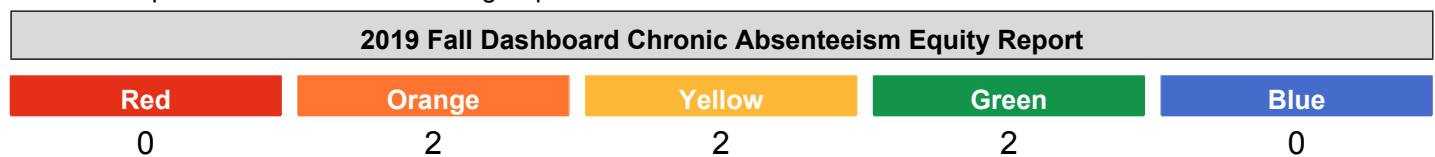
Academic Engagement Chronic Absenteeism

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).







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 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 and outreach continues to be imperative to our decreasing the chronic absenteeism rates. Now that she is retired, I need to set funds aside to ensure we have someone who will be dedicated to working with these issues, especially now that DL is also an issue.
2. Increased Saturday School and attendance recovery days offered throughout the year and around the grading period are needed, but with COVID, these are no longer an option. We need to find other opportunities for students to be more involved in school and have more of a connection with school so they can want to attend.
3. Native Americans, EL students, and students of two or more races have the highest percentages. Programs like CREW connect students to school. Hopefully CREW plus the combination of rich, interesting curriculum will give our students buy-in and connection to want to come to school.

School and Student Performance Data

Academic Engagement Graduation Rate

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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.

School and Student Performance Data

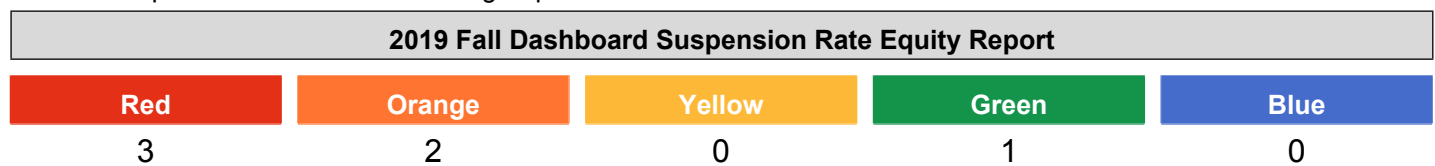
Conditions & Climate Suspension Rate

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).







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 Reported 5
Homeless  No Performance Color Less than 11 Students - Data Not Reported 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:

1a. By May 2022, 60% will meet their expected growth target, as measured by MAPS assessment data.

1b. Every student will have at least three data points in English and Math for teachers to analyze each trimester.

1c. By the end of each trimester, all teachers will analyze data and discuss three specific strategies to implement to improve classroom instruction.

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
Fall 2020 MAPS Assessment Data Formative Assessments	Students who met growth projection in Math 2020- 6th-42%, 7th-35%, 8th-41% Students who met growth projection in Reading '20- 6th-34%, 7th-34%, 8th-30%	By May 2022, 60% of students will meet their growth projection in Math and Reading.

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, Tier 2 and 3 students

Strategy/Activity

ELA

Curricular Alignment, ELA Matrix: Every student will receive focused instruction on identified standards for at least 90 minutes per day 3 days per week during WINN class.

Math:

Number Sense: Students will receive 90 minutes per day, 3 days per week, using Math talks and Imagine Math Facts to learn number sense and practice fluency.

Measurement and Geometry: Students will receive 30 minutes per day 3 days per week of explicit and systematic instruction to work towards mastery of math concepts.

Comprehension: Students will get 20 minutes per day 3 days per week of pre-teaching grade level class 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.

Amount(s)	Source(s)
18,000	Title I 0001-0999: Unrestricted: Locally Defined Achieve 3000 program- Year 3 of 3 in contract, 700 students
4,200	LCFF Base 0001-0999: Unrestricted: Locally Defined Purchase Listenwise program- 700 students
2,942.66	Unrestricted Lottery 0001-0999: Unrestricted: Locally Defined Scholastic Scope subscription for ELA, Science, and EL students
0	Imagine Math - Purchased by district
4,271.71	LCFF Base 0001-0999: Unrestricted: Locally Defined Reminder of Achieve 3000

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

Math and English teachers will teach key standards by the curriculum framework. From the performance task data, teachers will reteach identified standards.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
7,869.88	LCFF Base 0001-0999: Unrestricted: Locally Defined Planning Meetings for ELA, Science, and Math 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

Every teacher will participate in a Professional Learning Communities with team members three times a month for 60 minutes each meeting to create and administer performance tasks, review assessments results and plan next steps.

Proposed Expenditures for this Strategy/Activity

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

	0001-0999: Unrestricted: Locally Defined
	0001-0999: Unrestricted: Locally Defined
	LCFF Base

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

EL students

Strategy/Activity

By March 2022, all ELA, Math, and Immersion teachers will work with EL teacher to identify best practices, and teach a specific strategy per trimester 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.

ELA, Math, and Immersion teachers with EL curriculum in classes to facilitate writing standards and discussion protocols.

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

Academically at-risk students, Tier 2 and 3 students

Strategy/Activity

Students will be pulled in small groups to work with loss mitigation teachers in ELA and/or Math to work on foundational skills and fluency 183 minutes a week for six weeks.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(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

By the end of trimester 2, ELA and Math teachers will create and administer three performance tasks for all students. Teachers will analyze data to inform 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.

Strategy/Activity 7

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.

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

Each teacher will implement one specific strategy in their WINN class, as agreed upon by the and ELA team, 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.

Annual Review

SPSA Year Reviewed: 2020-21

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 brand 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.

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. Due to budget constraints, we had to be more strategic in using PLC time to complete this work. There will be more strategies in this SPSA that does not have budget expenditures tied to them, because we are utilizing strategies and programs that we have previously purchased, and with our two loss mitigation teachers on campus, we have been able to collaborate and create more strategies that do not require money.

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 Growth

Goal 2

By May 2022, 90% students will demonstrate proficiency in the LUSD Profile characteristic, "Persevering Relentlessly" and "Caring Deeply", as evident by LUSD Profile Success Criteria Rubrics and CORE SEL screener

Identified Need

We are still recovering from students being away from school for entire school year. While we work on our academic goals, it is just as important to help our students learn perseverance, executive functioning skills, and relationship building. Through CREW, we are also ensuring that every student has at least one student they are connected to on campus. 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
CORE SEL Screener, CREW survey, LUSD Profile Success Criteria	Fall 2021 CORE SEL Screener results: 18% Moderate and High-risk Developing baseline:Profile Criteria Pre-Assessment	By May 2022, 90% students will demonstrate proficiency in the LUSD Profile characteristic, "Persevering Relentlessly" and "Caring Deeply", as evident by LUSD Profile Success Criteria Rubrics and CORE SEL screener

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)

At-Risk students, students under a 2.0

Strategy/Activity

The Student Support Coordinator will create a success plan for 100% of students who have under a cumulative GPA of 2.0 by the end of each trimester.
The Coordinator will meet with students twice a month and parents once a month for the length of the trimester. Coordinator will present at 100% of grade level meetings to discuss individual plans and collect feedback on students.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

65,156.71

Source(s)

Title I

0001-0999: Unrestricted: Locally Defined
Salary + STRS for Student Support Coordinator

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

Under the counselor's direction, all teachers will provide check in-check out opportunities twice a month, using check in check out sheet. Counselor will create videos for CREW once a month. Counselor recreated master schedule to ensure small CREW and WINN activities were available 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.

5044.69

LCFF Base

0001-0999: Unrestricted: Locally Defined
Yearly Extra Pay for Counselor - July-August
master schedule work

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 participate in specific note taking strategies in WINN 3 times a day, 180 minutes a week for an entire 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.

500.00	LCFF Base 0001-0999: Unrestricted: Locally Defined Notebooks and Supplies for WINN students
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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
The counselor will provide one specific monthly lesson that are consistent with the focused skill of the month for 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.

	0000: Unrestricted
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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 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)

Language Immersion Students

Strategy/Activity

Students will demonstrate their comprehension by writing summaries of the content while using key vocabulary words two times per month for trimester 2 and 3.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(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: 2020-21

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 our first year creating a goal that is specifically tied to our new CREW classes.

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. We are still incorporating our LUSD profile into our SEL goal, but we are using strategies that we currently have on campus. We have no budget expenditures attached to this 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

Innovation and Student Well-Being

Goal 3

Each TDS student will participate in at least one project that is connected to a cross-curricular unit or culminating task that combines proficiency in standards, UDL, STEAM, and Design Thinking by May 2022.

Identified Need

The signature program initiated at Tierra del Sol is Cross-Curricular Projects and Design Thinking. We would like to expand our cross-curricular projects to opportunities within the community.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Cross-Curricular Design Rubrics Design Thinking Rubric Immersion Portfolio Rubric	At the end of spring 2021, 28% (Immersion students) of students participate in a culminating task/presentation.	Every student will participate in a grade-level cross-curricular project by the end of 2021-2022 school year.

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)

Immersion Students

Strategy/Activity

All immersion students will complete the Spanish or Mandarin Portfolio Presentation by June 2022.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(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)

Femineers/PLTW/Robotics/VEX students

Strategy/Activity

Over the 2021-2022 school year, TdS will increase enrollment in Robotics, Femineers, PLTW, and VEX classes by 25%. In the 2021-2022 school year, TdS will Increase student connections in school by offering 3 more sections of Project Lead The Way course offerings to increase interest in the STEM elective.

Proposed Expenditures for this Strategy/Activity

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

3910.47

LCFF Base

0001-0999: Unrestricted: Locally Defined
PLTW/Robotics/Vex Supplies, VEX Registration

24784.20

Unrestricted Lottery

0001-0999: Unrestricted: Locally Defined
New Laptops for PLTW and Computers

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

Each Science class will have at least three hands-on activities each month to support high engagement 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.

300

LCFF Base

0001-0999: Unrestricted: Locally Defined
Purchase 170 Sheep Eye for students to study
and dissect.

500

LCFF Base

0001-0999: Unrestricted: Locally Defined
Money allocated to Science materials for
science activities.

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 and admin will work with Lakeside Chambers to solidify career internship opportunities for students that exemplify the LUSD Profile characteristics.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(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 5

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

TDS will have our third annual college and career fair, which will include opportunities to showcase our electives, including band, percussion, dance, drama, and all levels of Art.
Increase interest in college and career readiness by having a virtual 8th grade College/Career night on campus and other signature programs that promote college and career readiness.

Proposed Expenditures for this Strategy/Activity

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

3,000

LCFF Base
0001-0999: Unrestricted: Locally Defined
Supplies for the College and Career Fair

2,000

LCFF Base
0001-0999: Unrestricted: Locally Defined
Create promotional videos highlighting 8th
grade College/Career night, and other signature
programs on campus that support college and
career readiness.

500

LCFF Base
0001-0999: Unrestricted: Locally Defined
College materials that promote awareness
across campus

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

Mandarin Immersion Students

Strategy/Activity

Provide more multilingual opportunities for Immersion and non-Immersion students by having Chinese Tutors from Confucius 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.

1500

LCFF Base
0001-0999: Unrestricted: Locally Defined
Visa fees and processing fees to Confucius
Institute for Interns

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

female students

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.

Strategy/Activity 8

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.

LCFF Base
0001-0999: Unrestricted: Locally Defined

LCFF Base
0001-0999: Unrestricted: Locally Defined

Strategy/Activity 9

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.

	LCFF Base 0000: Unrestricted
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Annual Review

SPSA Year Reviewed: 2020-21

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. We are looking to provide opportunities for our students to connect to TdS on an engagement level, where students feel connected to school because of their love of our extra-curricular programs and cross-curricular projects.

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.

As we navigate through creating this new goal, there may be unforeseen expenditures that we may need to add to ensure our goals are met.

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.

500

Title I Parent Involvement

Create opportunities for our parents to volunteer and help-WITHOUT being on campus.

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 October 1,2021, 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.

Amount(s)

2,194.00

Source(s)

LCFF Base
0001-0999: Unrestricted: Locally Defined
Cost of Jupiter Grades

Strategy/Activity 3

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.

3000

LCFF Base
0001-0999: Unrestricted: Locally Defined
Copy Lease, Rent, Repair Copy Machines

Annual Review

SPSA Year Reviewed: 2020-21

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.

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 year has been extremely difficult with parental help, considering parents are not allowed on campus.

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.

Once the restrictions lift and become more flexible, we will continue working with our parents to help them volunteer more. This may mean adding more money under this 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

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	\$150,174.32

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	\$83,156.71
Title I Parent Involvement	\$500.00

Subtotal of additional federal funds included for this school: \$83,656.71

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	\$38,790.75
Unrestricted Lottery	\$27,726.86

Subtotal of state or local funds included for this school: \$66,517.61

Total of federal, state, and/or local funds for this school: \$150,174.32

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	83,687.00	530.29
Title I Parent Involvement	1,075.00	575.00
Unrestricted Lottery	39,368.90	11,642.04
LCFF Base	49,917.40	11,126.65
LCFF Supplemental	0.00	0.00

Expenditures by Funding Source

Funding Source	Amount
	0.00
LCFF Base	38,790.75
Title I	83,156.71
Title I Parent Involvement	500.00
Unrestricted Lottery	27,726.86

Expenditures by Budget Reference

Budget Reference	Amount
	500.00
0001-0999: Unrestricted: Locally Defined	149,674.32

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
0001-0999: Unrestricted: Locally Defined	LCFF Base	38,790.75
0001-0999: Unrestricted: Locally Defined	Title I	83,156.71

	Title I Parent Involvement	500.00
0001-0999: Unrestricted: Locally Defined	Unrestricted Lottery	27,726.86

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	37,284.25
Goal 2	70,701.40
Goal 3	36,494.67
Goal 4	5,694.00

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
- 5 Classroom Teachers
- 2 Other School Staff
- 4 Parent or Community Members
- 4 Secondary Students

Name of Members	Role
Leslie Hardiman	Principal
Dahlia Rinck	Classroom Teacher
Kim Klinko	Classroom Teacher
Danielle Lopez	Classroom Teacher
Eva Johnson	Classroom Teacher
Nicole Paukovitz	Classroom Teacher
Beverly Warford	Other School Staff
Paula Macias-Gonzalez	Other School Staff
Emili Posada	Parent or Community Member
Kellie Fleming	Parent or Community Member
Jessica Falk-Michelli	Parent or Community Member
Karen Brown	Parent or Community Member
Logan Fleming	Secondary Student
Naomi Brown	Secondary Student
Aubrey Falk	Secondary Student
Caleb Brown	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 11/4/2021.

Attested:

Principal, Dr. Leslie Hardiman on 11/04/2021

SSC Chairperson, Kellie Fleming on 11/04/2021

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 aligns with and informs the Local Control and Accountability Plan process. All stakeholders of the Riverview community are involved in the development of our SPSA. Our SPSA and accompanying budgets are shared with School Site Council (SSC) once a month while being developed in order to receive feedback and make needed adjustments. SPSA are reviewed and updated throughout the school year. In the spring, programs are reviewed and evaluated in preparation for creating the plan for the next school year.

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).

Riverview/Winter Gardens Thought Exchange

Survey focus: Our school has set goals aligning with LUSD Board Goals to accelerating our students' academic growth, improving their social-emotional well-being, and increasing student engagement. As an essential partner in student learning, your input is important. We would appreciate any suggestions or ideas you have for how to reach these goals on the ThoughtExchange Survey.

The survey results indicated the highest-ranked themes rose clearly to the top and were presented to the school site, and there were many other comments throughout the survey responses that will be helpful for the planning. Below are the top 5 highest-ranked inputs.

1. Communication between the school, parents, and students is the best way to ensure the growth of our children's academic futures. Seeing the "big picture" will help our children succeed.
2. Every kid is different and their goals should be personalized
3. Employ a Counselor at EVERY school supporting our children's social-emotional development is so important, this is one easy way to help.
4. Have kids get together in groups to learn. Learning together, helps these kids realize they are not alone.
5. Keep strong language immersion in middle school. The program has proven successful.

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, site administrators 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 customized unit lessons or Wonders (Maravillas). Mandarin teachers use Mandarin Matrix which aligns with grade-level CCSS and world language standards. 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. Teachers often integrate language arts with social studies and science content learning. 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) Teachers use the Framework provides the foundation for the NGSS, and draws on current scientific research—including research on the ways students learn science effectively—and identifies the science all K–5 students should know.

(2) All Winter Gardens staff use Positive Behavioral Intervention and Supports (PBIS) in classrooms and playgrounds, with a special focus on safety and health procedures this year due to the pandemic. Students learn and practice daily the ways to keep ourselves and others safe with health protocols. Teachers have given students classroom jobs in order to promote community and sense of belongings, even though the distancing.

(3) Winter Gardens has a part time counselor supports our students with Tier 1 online. Counselor also works with students who need more intense supports and well as families from the Riverview International Academy, K-5, who need more individual supports, but all students are able to access counseling lessons from home on Distance Learning and in-person on hybrid learning.

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)

Grades 2-5 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 2020-2021 NWEA MAPS
- Analysis of 2020-2021 English Learners' progress
- Analysis of performance tasks
- Classroom observations of teaching
- Evaluation of the effectiveness of teacher professional development
- Evaluation of teacher collaboration for the purpose of improved instruction

Major findings from this analysis were:

- All grade levels that participated in the 2020-2021 NWEA MAP have shown growth in all three areas: English Reading, Spanish Reading, and Math.
- 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 language proficiencies with California World Language Framework Benchmark

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, grade-level performance tasks, Everyday math unit assessments, 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 ten 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 faculty at Winter Gardens are fully credentialed and highly qualified. All immersion faculty, 12 out of 12 teachers have a Bilingual Authorization to teach in the immersion classroom setting. Our 1 English teachers are fully credentialed and partner with the Mandarin Immersion teachers, creating our 50/50 program, half Mandarin and half English.

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)

Our district provides a Spanish Immersion TOSA to support teachers in developing and strengthening our immersion programs. Our district provides a technology TOSA who supports teachers with organizing their online classroom platform, with all the apps and tools needed to support teacher and students learning.

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 online via zoom.

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 LUSD grade-level unit matrices and use district adopted curriculum and assessments. Classroom instruction is aligned to CCSS and California World Language standards. Teacher use grade level content, student learning intention and success criteria 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, math and PE. Instruction is provided in science (NGSS) and social studies. English instruction is provided for our Mandarin Immersion students while Spanish Immersion students learn 100% in Spanish. Additional 3rd language and student leadership opportunities are scheduled 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. The only area that we are currently lack of resource is standard based Mandarin instructional materials in math, 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. Teachers use 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. Teachers provide instruction in the target language, guided practice, and opportunities for independent practice so students can build mastery of concepts. Teachers assess 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. The school regularly interacts with family and community members around the school's vision and goals and organizes multiple opportunities for parents to assume leadership within the school community. We establish regular opportunities for family and community education that are organized and aligned to the school's vision and goals; allocates time and resources accordingly. Family and community members provide input into the content and structure of these educational opportunities. We use available technology to collaboratively establish or regularly maintain systems for communication between the school and family or community members. Communication methods are reviewed regularly and adjusted as needed. Communication is transparent, respectful, two-directional and multi-lingual (as needed). A majority of parents and community members articulate that their opinions are heard and valued. We use available technology to collaboratively collect and analyze family and community data to identify trends. Most school staff use family and community data for educational planning purposes.

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 International Academy, the 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. The School Site Council reviews and approves the SPSA on October 13, 2021.

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 that our staff strive to meet.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	1.1%	0.56%	0.6%	4	2	2
African American	4.11%	1.95%	1.8%	15	7	6
Asian	3.56%	2.23%	1.5%	13	8	5
Filipino	1.37%	0.28%	0.6%	5	1	2
Hispanic/Latino	37.81%	40.95%	43.9%	138	147	143
Pacific Islander	0.27%	0.28%	%	1	1	
White	47.12%	45.96%	44.5%	172	165	145
Multiple/No Response	4.66%	7.8%	7.1%	17	28	23
Total Enrollment				365	359	326

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Kindergarten	182	190	164
Grade 1	183	169	162
Total Enrollment	365	359	326

Conclusions based on this data:

1. The two primary subgroup of students at Riverview International Academy are Hispanic/Latino and White.
2. Winter Garden School's Latino student population increased from 34.5% to 44% in 2 years, while our white population has decreased over the past 2 years.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	17	18	21	4.7%	5.0%	6.4%
Fluent English Proficient (FEP)	11	13	12	3.0%	3.6%	3.7%
Reclassified Fluent English Proficient (RFEP)	0	0	0	0.0%	0.0%	0.0%

Conclusions based on this data:

1. Our EL population was only 4.7% in 2018-19 and grew to 6.4 in 19-20 school year. 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 2020-21.

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	
	18-19	19-20	18-19	19-20	18-19	19-20	18-19	19-20
Grade K	1442.2		1457.5		1406.3		13	
Grade 1	*		*		*		5	
All Grades							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	
	18-19	19-20	18-19	19-20	18-19	19-20	18-19	19-20	18-19	19-20
K	23.08		38.46		30.77		7.69		13	
All Grades	27.78		38.89		22.22		11.11		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	
	18-19	19-20	18-19	19-20	18-19	19-20	18-19	19-20	18-19	19-20
K	38.46		23.08		30.77		7.69		13	
All Grades	50.00		16.67		27.78		5.56		18	

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	18-19	19-20	18-19	19-20	18-19	19-20	18-19	19-20
K	30.77		53.85		15.38		13	
All Grades	44.44		44.44		11.11		18	

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	18-19	19-20	18-19	19-20	18-19	19-20	18-19	19-20
K	46.15		46.15		7.69		13	
All Grades	50.00		38.89		11.11		18	

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	18-19	19-20	18-19	19-20	18-19	19-20	18-19	19-20
K	0.00		100.00		0.00		13	
All Grades	11.11		83.33		5.56		18	

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	18-19	19-20	18-19	19-20	18-19	19-20	18-19	19-20
K	38.46		53.85		7.69		13	
All Grades	38.89		50.00		11.11		18	

Conclusions based on this data:

1. We have a growing number of students taking the ELPAC each year.

School and Student Performance Data

Student Population

Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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

2019-20 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
359	23.7	5.0	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.	

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	18	5.0
Socioeconomically Disadvantaged	85	23.7
Students with Disabilities	23	6.4

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	7	1.9
American Indian	2	0.6
Asian	8	2.2
Filipino	1	0.3
Hispanic	147	40.9
Two or More Races	28	7.8
Pacific Islander	1	0.3
White	165	46.0

Conclusions based on this data:


1. Our White and Latino population account for 87% of our student population.
2. Our socioeconomically disadvantaged population has grown to 24%.
3. Our English Learner and Students with disabilities remain at approximately 5-6% each.

School and Student Performance Data

Overall Performance

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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 Kinder and 1st grade school, we show little improvement in English Language Arts and perform 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 Kinder and 1st grade site, suspension has not been an issue.

School and Student Performance Data

Academic Performance English Language Arts

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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



No Performance Color

0 Students

Foster Youth



No Performance Color

0 Students

Homeless



No Performance Color

0 Students

Socioeconomically Disadvantaged



No Performance Color

0 Students









Students with Disabilities



No Performance Color

0 Students

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American  No Performance Color 0 Students	American Indian  No Performance Color 0 Students	Asian  No Performance Color 0 Students	Filipino  No Performance Color 0 Students
Hispanic  No Performance Color 0 Students	Two or More Races  No Performance Color 0 Students	Pacific Islander  No Performance Color 0 Students	White  No Performance Color 0 Students

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

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner 0 Students	Reclassified English Learners 0 Students	English Only 0 Students
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Conclusions based on this data:

1. Winter Gardens shows a decline in English Language Arts. We are a choice school as a 100% immersion school.

School and Student Performance Data

Academic Performance Mathematics

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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 relatively high in mathematics. There is always room for improvement.

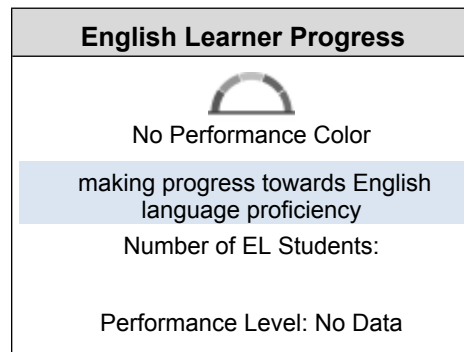
School and Student Performance Data

Academic Performance English Learner Progress

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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

Conclusions based on this data:

1. We have a small percentage of English Learners, although it is a growing number for our school.

School and Student Performance Data

Academic Performance College/Career

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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, based on the fact that we serve Kinder and 1st grade.

School and Student Performance Data

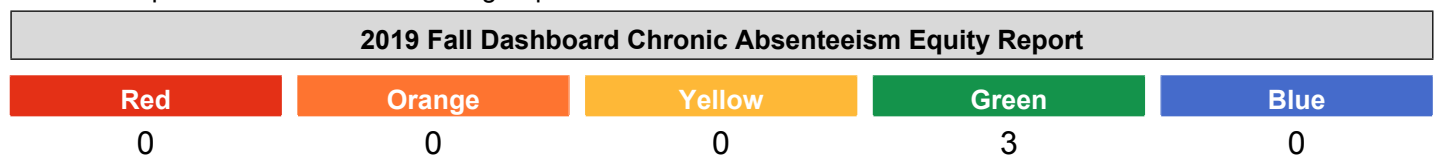
Academic Engagement Chronic Absenteeism

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).







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:

1. Winter Gardens shows decline in Chronic Absenteeism.

School and Student Performance Data

Academic Engagement Graduation Rate

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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. We are a Kinder and 1st grade school.

School and Student Performance Data

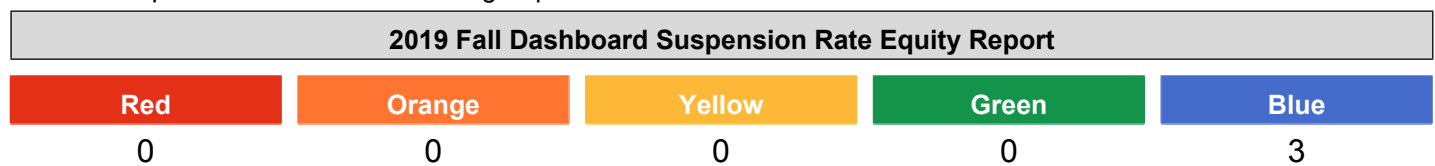
Conditions & Climate Suspension Rate

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).





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  Blue 0 Maintained 0 374	English Learners  No Performance Color 0 Maintained 0 18	Foster Youth
Homeless	Socioeconomically Disadvantaged  Blue 0 Maintained 0 105	Students with Disabilities  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 at Winter Gardens School.

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 June of 2022, 75% of Kinder students will be able to write three non-patterned sentences with proper sentence formation and writing words phonetically.

By May 2022, 85% of all 1st-grade students will write a topic sentence, 2 or more details and a closing sentence.

Riverview K-5th school wide goal is by May, 2022, All students, particularly our Educationally Disadvantaged and minority student populations, at Riverview Elementary will demonstrate measurable growth, as demonstrated in the tables below, in English Language Arts as measured by NWEA MAP, CAASPP, LUSD performance tasks, and curriculum assessments.

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
One on one ELA assessments percentage correct	2020-2021 ESGI assessment data	2020-2021 one on one assessment with a score of 87% or more
School-Wide NWEA MAP ELA student data will be used to evaluate progress mad with this goal school-wide.	Winter 2021 Mean ELA RIT Score 197	In an effort to accurately predict growth for the students and not the grade level we are expecting the following percentage growth for overall students based on their academic achievement in the prior grade level, and

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		<p>projecting growth for this student group in their current grade level.</p> <p>Meet or exceed the national normed growth rates at each grade measured Winter to Winter</p>

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students, Kindergarten and 1st grade, our entire population. For some data above, we do rely on our sibling school.

Strategy/Activity

School-wide Focus: Teacher Clarity

Teacher clarity is more than learning intentions and success criteria. But they are important components for ensuring that students learn. The learning intentions and success criteria are derived from the standards and teacher-made decisions about the effective flow of information for students' learning.

Teachers will utilize the following strategies to ensure Teacher Clarity:

- * Crafting learning intentions and success criteria (I can statements)
- * Co-constructing learning intentions and success criteria with learners
- * Creating opportunities for students to respond (i.e. formative assessment)
- * Providing effective feedback on and for learning
- * Sharing learning and process between students and 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.

0	<p>None Specified</p> <p>Teachers will meet in Professional Learning communities to develop effective lessons using</p>
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	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 1000-1999: Certificated Personnel Salaries Grade level teams will meet to develop best practices to support student communication/literacy (Collaboration strategies, letter/sound fluency, etc.)
2300	LCFF Base 5800: Professional/Consulting Services And Operating Expenditures WG teachers will attend professional learning opportunities to aide in the development effective student communication/literacy
2150	Unrestricted Lottery 1000-1999: Certificated Personnel Salaries Observation, Collaboration and Reflection of instructional practices around WIGs (Teacher release)
2500	LCFF Base 5800: Professional/Consulting Services And Operating Expenditures Lesson Study for Improvement of Learning Outcomes around WIGs (Teacher release)
3800	LCFF Base 5000-5999: Services And Other Operating Expenditures Utilize online tools for advancing Literacy, etc. Raz-Kids
7000	LCFF Base 1000-1999: Certificated Personnel Salaries Teacher release for planning, assessments, report cards, parent conferences

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Kinder and 1st Grade students

Strategy/Activity

Planning Instructional Unit Matrices: Design learning experiences for students is an important aspect of every teachers' job. There are many strategies that might work to improve students' learning. Our teachers use the following strategies to build in their unit designs:

Grade K:

*Literacy - teachers will commit to practicing high-frequency words (100 words) 3 times per week. One unit at a time, 2 units per trimester.

*Writing - Kindergarten teachers will commit to writing pattern sentences three times a week.

Grade 1:

*Literacy - Twice a week students will be able to retell orally using one Maravilla level reader and small passages.

*Writing - Students will write at least one complete thought in their journal on a daily basis on a given topic related to daily teaching/unit/themes.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(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)

Students who need Tier 2 Instructional Support

Strategy/Activity

Tier 2 Intervention Support. Tier 2

Aims to Increase Student Reading Outcomes / Supports Classroom Instruction / Targets Needs with Intensity

1 English Learning Academy Teacher
1 Spanish Learning Academy Teacher

1 English Learning Academy Aide
1 Spanish Learning Academy Aide

20-30 minutes/day
4-5 days/week
2-2.5 weeks/session
12 Sessions/year

Intervention plan slide deck:

<https://docs.google.com/presentation/d/1S53Rq2bHUmxDnNBDxoUxgnnAjb8tVAnlg61WLFif0/e/dit?usp=sharing>

Proposed Expenditures for this Strategy/Activity

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

District Paid Personnel

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

Math Goal: By June of 2022 75% of Kinder students will be able to add or subtract within 5. By June 2021, 85% of 1st grade students will independently solve a word problem and explain their thinking.

K-5 Riverview Math Goal: By May, 2022, All students, particularly our Educationally Disadvantaged and minority student populations, at Riverview Elementary will demonstrate measurable growth, as demonstrated in the tables below, in Math as measured by NWEA MAP, CAASPP, and other curriculum assessments.

Identified Need

Continue the need for high-quality classroom instruction and curriculum supplement is the first step in ensuring student success. Technology is also a high need for this year as we focus on hybrid and distance learning school models. 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
Everyday Math Trimester Unit Assessment	Everyday Math Trimester Unit Assessment	Expect Growth in Everyday Math Trimester Unit Assessment
School-Wide NWEA MAP Math student data will be used to evaluate progress made towards this goal school-wide.	Winter 2021 Math RIT Score 201	<p>In an effort to accurately predict growth for the students and not the grade level we are expecting the following percentage growth for overall students based on their academic achievement in the prior grade level, and projecting growth for this student group in their current grade level.</p> <p>Meet or exceed the national normed growth rates at each grade measured Winter to Winter</p>

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 in Kinder and all students in 1st, which is our entire school population.

Strategy/Activity

Grade K - teachers will commit to studying number sense 3 times per week.

Grade 1 - Students will be able to orally/written explain their mathematical reasoning. Using the problem of the day (math concept of the day, math strategy, etc.) based on the current unit this will happen on a daily basis.

Proposed Expenditures for this Strategy/Activity

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

3799	Unrestricted Lottery 1000-1999: Certificated Personnel Salaries Continuous Opportunities for Interventions (Twice a week intervention Teacher to support with targeted groups)
3500	LCFF Base 4000-4999: Books And Supplies School Materials & Supplies
2500	Unrestricted Lottery 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)

Strategy/Activity 2

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

School-wide Focus: Teacher Clarity

Teacher clarity is more than learning intentions and success criteria. But they are important components for ensuring that students learn. The learning intentions and success criteria are derived from the standards and teacher-made decisions about the effective flow of information for students' learning.

Teachers will utilize the following strategies to ensure Teacher Clarity:

- * Crafting learning intentions and success criteria (I can statements)
- * Co-constructing learning intentions and success criteria with learners
- * Creating opportunities for students to respond (i.e. formative assessment)
- * Providing effective feedback on and for learning
- * Sharing learning and process between students and 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)

Students receive adaptive Tier 2 Math

Strategy/Activity

The Imagine Learning supplemental math programs provide adaptive, age-appropriate learning environments for students in PreK–8.

*Grades K–2: Offers engaging, effective math instruction designed to help early-learners learn and love 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.

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 support that enables them to thrive socially and emotionally, including the celebration of the diversity within our community and affirmation of the importance of our common humanity. Schools will set annual goals to improve the social-emotional wellbeing of students.

Goal 3

Increase Students' Socio-Emotional Health by fostering knowledge, skills, and attitudes students need to develop healthy identities, create meaningful relationships, and engage productively using a variety of SEL learning resources, tools, and strategies.

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	2020-21 California Healthy Kids Survey Result	Improved 2021-22 California Healthy Kids Survey results
Attendance Records	2019-20 June attendance data	Reduction in number of absences for 2021-22 school year
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 with part time counselor.
Teachers and staff members continue to monitor student well-being.
Teachers provide more personalized time during hybrid learning.
Enrichment teacher provides additional support, allowing students to communicate and express themselves in English rather than the target language.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(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 2000-2999: Classified Personnel Salaries Spanish Enrichment & Intervention (A staff member who breaks the target language and speaks English with our students as well as Spanish Enrichment)
500	LCFF Base 4000-4999: Books And Supplies School Materials & Supplies
0	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

Weekly Wisdom Message:

The centerpiece of this program is a series of thought-provoking inspirational messages that are narrated over our school youtube LIVE Stream channel. In just 15 minutes a day, I can reach every student and every staff member with a few words of wisdom that will uplift and promote a more positive and effective school climate.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(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

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

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.

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

Strategy/Activity

This year, we are piloting Sanford Harmony as our basic instructional framework to address our students' social-emotional learning needs. We are keeping this framework simple and fundamental. By following these foundational principles, we are proactively connecting our students' social-emotional learning with what's happening in our county, district, school, and community.

Below are five bi-monthly SEL foci listed below:

September/October: Diversity and Inclusion/Bully Prevention

November/December: Peer Relationships

January/February: Communication

March/April: Problem Solving

May/June: Critical Thinking

Teachers are not required to use Sanford Harmony as the teaching resource. Please feel free to use your personal style, flair, and creativity when teaching these bi-monthly SEL topics. For those

who need access to quick SEL resources in English and Spanish, Sanford Harmony is a great option. As you begin using these materials, we would appreciate any feedback for future references.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(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: 2020-21

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

ANALYSIS

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

The school-wide PBIS was implemented for the 2020-2021 school year. Before the school moved to an online learning platform, we did see a reduction in the number of referrals sent to the office for behavior. Informal data based on student, parent feedback through online survey and virtual parent meetings.

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

Winter Gardens is a K/1 campus. Does not have a concern for student suspension. We will continue to implement PBIS and pilot SEL curriculum.

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 year, we are piloting Sanford Harmony as our basic instructional framework to address our students' social-emotional learning needs. We are keeping this framework simple and fundamental. By following these foundational principles, we are proactively connecting our students' social-emotional learning with what's happening in our county, district, school, and community. Goals will be met through creative and innovative practices to reach out and support students utilizing synchronous and asynchronous learning platforms.

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

Innovation and Engagement: The district and school sites will pursue purposeful and innovative instructional models to foster high levels of student engagement and ensure that all students are academically challenged.

Goal 4

WG students will continue to receive enrichment opportunities in a 3rd language (Spanish Enrichment 30 mins/week and Mandarin Enrichment 30 mins/week). Additionally, students will have access to specific leadership and other learning opportunities including music, culture, student leadership and community outreach events.

Identified Need

Continue to encourage curiosity and further learning. A 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
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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)

Mandarin Immersion Students

Strategy/Activity

3rd Language Spanish Foreign Language Experience Program (FLEX Program) for Mandarin Immersion students; provided by a Spanish Credentialed Teacher

Grade K-1: 1-2 sessions a week (30 mins/session)

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. Language 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.

10000

LCFF Base
2000-2999: Classified Personnel Salaries
LCFF Augmentation
Part-time Spanish Enrichment Teacher

Strategy/Activity 2

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 2-5: 1 to 2 sessions a week (30 mins/session)

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. Language 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.

2000

LCFF Base
2000-2999: Classified Personnel Salaries
LCFF Augmentation
CI Teacher

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Other Enrichment Learning Opportunities for students.

K-4 Music lessons: students receive a progressive series of music classes to TK-4th grade students at elementary schools. Classes are taught online with one of engaging and talented music teachers from City Heigh Musical School!

K - 1st graders - Travel around the world in our World Music class, exploring rhythms, songs, and even dance!

2nd graders - Learn the basics of notes and rhythms on the recorder!

3rd graders - Grab a pair of drumsticks to exercise mind and body!

4th graders - Ukuleles in selected schools!

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(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 5000-5999: Services And Other Operating Expenditures Music Learning: Grades K-1 Online Instructors
500	Unrestricted Lottery 4000-4999: Books And Supplies Music Learning: Grades K-1 Music instruments

Annual Review

SPSA Year Reviewed: 2020-21

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.

2020-2021 was the first year that the school offer Wisdom message and music lesson for our students. The feedback were very positive, we will continue offer these opportunities for our students in 2021-2022.

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

In 2020-2021, music lesson was offer to Winter Gardens at a very low cost due to music grant. In 2021-2022, we incurred a significant increase in cost in music due to lack of grant funding.

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.

WG students will continue to receive enrichment opportunities in a 3rd language (Spanish Enrichment 30 mins/week and Mandarin Enrichment 30 mins/week). Additionally, students will have access to specific leadership and other learning opportunities including music, culture, student leadership and community outreach events.

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

The Board continues to support LUSD signature programs that build Student Profile competencies:
Multilingualism: Support and maintain multilingual opportunities in our schools.

Goal 5

By Spring 2022, students will meet the grade-level target language proficiency targets base on the new California World Language Standards & California World Language Framework.

Identified Need

All L2 Immersion students

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Kinder Spanish California World Language Framework proficiency targets	Interpretive: Novice Low - Mid Interpersonal: Novice Low - Mid Presentational: Novice Low	Interpretive: Novice Low - Novice Mid Interpersonal: Novice Low - Novice Mid Presentational: Novice Low
1st Grade Spanish California World Language Framework proficiency targets	Interpretive: Novice Mid Interpersonal: Novice Mid Presentational: Novice Mid	Interpretive: Novice Mid Interpersonal: Novice Mid Presentational: Novice Mid
Kinder Mandarin California World Language Framework proficiency targets	Interpretive: Novice Low Interpersonal: Novice Low Presentational: Novice Low	Interpretive: Novice Low Interpersonal: Novice Low Presentational: Novice Low
1st Grade Mandarin California World Language Framework proficiency targets	Interpretive: Novice Mid Interpersonal: Novice Mid Presentational: Novice Low	Interpretive: Novice Mid Interpersonal: Novice Mid Presentational: Novice Low

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 L2 immersion students

Strategy/Activity

Spanish & Mandarin Immersion Language Can-Do Statements

Teachers use the NCSSFL-ACTFL Can-Do Statements & AAPPL Performance Scale to plan their performance-based learning targets. Share with students and have them create their own goals. Reference the can-do statements when needed. At the end of the language lesson, assignment or tasks, have students self assess progress towards their goals. Work samples that meet these goals provide the evidence. Share with students that their performance levels might not be at the same level in all modes of communication. Reading comprehension (Interpretive Reading) may be higher than personal conversations (Interpersonal), or Presentational writing may be higher or lower than Presentational speaking depending on individual learning experiences.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(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: 2020-21

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 will use the descriptions of each sublevel of the AAPPL Performance Scale (for each separate skill) to ensure their students are able to consistently speak, write, read, and listen in the target language at the levels that align with the California World Language Standards and Framework Benchmark.

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 difference 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.

This year, we will adopt the AAPPL Performance Scale and align our immersion program to the California World Language Framework benchmark in communicating and assessing what and how well our students can function in three modes of communication. The scoring guide is organized according to the Interpretive, Interpersonal, and Presentational Modes of Communication as described in the California World Language Standards. These comprehensive sets of score descriptions and strategies are helpful in setting our own curriculum goals and strategies. The

descriptions of each sublevel of the AAPPL Performance Scale (for each separate skill) will be shared with our teachers to ensure their students are able to consistently speak, write, read, and listen in the target language at the levels that align with the California World Language Standards and Framework.

- Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.
- Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.
- Presentational Communication: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.

<https://www.languagetesting.com/aappl-scores>

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	\$57,049.00

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	\$39,475.00
Unrestricted Lottery	\$17,574.00

Subtotal of state or local funds included for this school: \$57,049.00

Total of federal, state, and/or local funds for this school: \$57,049.00

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	39,552.81	77.81
LCFF Supplemental	0.00	0.00
Unrestricted Lottery	17,581.18	7.18

Expenditures by Funding Source

Funding Source	Amount
	0.00
LCFF Base	39,475.00
Unrestricted Lottery	17,574.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	17,749.00
2000-2999: Classified Personnel Salaries	15,825.00
4000-4999: Books And Supplies	11,875.00
5000-5999: Services And Other Operating Expenditures	6,800.00
5800: Professional/Consulting Services And Operating Expenditures	4,800.00
None Specified	0.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
None Specified		0.00

1000-1999: Certificated Personnel Salaries	LCFF Base	7,000.00
2000-2999: Classified Personnel Salaries	LCFF Base	12,000.00
4000-4999: Books And Supplies	LCFF Base	8,875.00
5000-5999: Services And Other Operating Expenditures	LCFF Base	6,800.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF Base	4,800.00
1000-1999: Certificated Personnel Salaries	Unrestricted Lottery	10,749.00
2000-2999: Classified Personnel Salaries	Unrestricted Lottery	3,825.00
4000-4999: Books And Supplies	Unrestricted Lottery	3,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	27,425.00
Goal 2	9,799.00
Goal 3	4,325.00
Goal 4	15,500.00

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
- 2 Other School Staff
- 8 Parent or Community Members

Name of Members	Role
Grace Cox (RV & WG)	Principal
Carolyn Hood (RV & WG)	Other School Staff
Marisa Robertson	Other School Staff
Cecilia Ochoa (RV)	Classroom Teacher
Adrianna Huffine (RV)	Classroom Teacher
Miriam Mitlich-Penunuri (WG)	Classroom Teacher
Maria Llamas (RV)	Classroom Teacher
Jerika Soule (RV)	Parent or Community Member
Nicole Mangum (RV)	Parent or Community Member
Kristin Beattie (WG)	Parent or Community Member
Cheryl Shitabata (RV)	Parent or Community Member
Brian Leonard (RV)	Parent or Community Member
Deanie Marin-Lucchesi (RV)	Parent or Community Member
Chancey Maglaras-Alexander	Parent or Community Member
Autumn Ellenson (RV)	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
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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 10/13/2021.

Attested:

Principal, Grace Cox on 10/13/2021

SSC Chairperson, Nicole Pedone on 10/13/2021

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: November 10, 2021

Agenda Item:

Approve Change orders #7, #9, #10, #11R1, #12, #13, #14, #15 and #17 for SWCS, Inc on the Lakeside Farms Elementary School modernization project.

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

On May 27, 2021, the Governing Board awarded a contract for the Modernization project at Lakeside Farms Elementary School in the amount of \$2,501,278.00 to SWCS, Inc. In the bid it included a \$30,000.00 allowance to cover changes for unforeseen conditions. Change orders #7, #9, #10, #11R1, #12, #13, #14, #15 and #17 listed below have been submitted by the contractor to correct additional unforeseen conditions. These changes have been reviewed by the architect and District Staff and are considered necessary. The prices are considered fair and reasonable.

The following change orders have been issued to the SWCS, Inc. contract in the amount of \$105,932.67 for the Lakeside Farms Elementary School modernization contract.

Change orders as follows:

Change Order Number	Description	Amount
7	Existing water piping in the restrooms were located in the slab instead of 2' down per code	\$ 4,631.62
9	Install new floor drains and replace copper piping in @' header	\$ 8,508.83
10	Various conduits damaged during sawcutting due to the shallow depth below existing slab	\$ 8,749.80
11R1	Existing elevation too high in restrooms 105 & 106; Request to use ejector pump (sewage ejection system)	\$ 70,883.81
12	Termite damage	\$ 1,155.00
13	Cost to install 14" fascia at Bldg 100 joists in lieu of 12" fascia	\$ 1,781.08
14	Change power pole from 2"x2" to 3"x3"; due to junction box not fitting	\$ 879.87
15	Added moisture barrier at bathrooms	\$ 6,854.66
17	Exterior signage	\$ 2,488.00
Sub-Total		105,932.67

* After the remaining allowance amount of \$3,236.81 from the original \$30,000.00 allowance is applied to this total, the fiscal impact will be \$102,695.86. The total contract amount is now \$2,603,973.86

Fiscal Impact (Cost):

\$102,695.86 *

Funding Source:

Measure L

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:



Lisa Davis,
Assistant Superintendent

Approved for Submission to the Governing Board:



Dr. Rhonda Taylor, Superintendent

Reviewed by Cabinet Member _____

LAKESIDE UNION SCHOOL DISTRICT

Governing Board Meeting Date: 11/10/21

Agenda Item:

Board Policy, Administrative Regulation, and Exhibit 1313: Civility Policy

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

Adoption: New policy addresses the importance of civility to the effective operation of the district, including its role in creating a positive school climate and enabling a focus on student well-being, learning, and achievement. Policy includes First Amendment free speech considerations, behavior that constitutes civil behavior, practices that promote civil behavior, and authorization to educate or provide information to students, staff, parents/guardians, and community members to assist in the recognition, development, and demonstration of civil behavior. Policy also includes material regarding behavior that is disruptive, hinders the orderly conduct of district operations or programs, or creates an unsafe learning or working environment, as well as the prohibition of, and consequences for, behavior which is discriminatory, harassing, or intimidating, including sexual harassment, bullying, and/or hate violence.

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. Rhonda Taylor, Superintendent

Reviewed by Cabinet Member: _____

LAKE SIDE UNION SCHOOL DISTRICT

Governing Board Meeting Date: November 10, 2021

Agenda Item:

Revision from the October 14, 2021, Board Agenda which incorrectly stated the SWCS, Inc. contract for the Tierra del Sol Multi-purpose/Kitchen/Classroom modernization project in the amount in the amount of \$1,188,023.00. The actual contract including an allowance of \$30,000 was \$1,851,023.00.

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

On April 15, 2021, the Governing Board awarded a contract to SWCS, Inc. for the Modernization and New Construction of Multi-purpose Room/Kitchen/Classroom project at Tierra del Sol Middle School in the amount of \$1,851,023.00 to SWCS, Inc.

Fiscal Impact (Cost):

None

Funding Source:

Measure L

Addresses Emphasis Goal(s):

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

Recommended Action:

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

Originating Department/School: Business Services

Submitted/Recommended By:

Approved for Submission to the Governing Board:



Lisa Davis,
Assistant Superintendent



Dr. Rhonda Taylor, Superintendent

Reviewed by Cabinet Member _____

CIVILITY POLICY

The Governing Board recognizes the impact that civility has on the effective operation of the district, including its role in creating a safe and positive school climate and enabling a focus on student well-being, learning, and achievement. The Board believes that each person should be treated with dignity and respect in their interactions within the school community.

(cf. 0415 - Equity)

(cf. 5137 - Positive School Climate)

The Board understands that the First Amendment provides strong protection for speech. However, the Board expects that all speech and expression will comport with norms of civil behavior on district grounds, in district facilities, during district activities or events, and in the use of district electronic/digital systems and platforms.

(cf. 5145.2 - Freedom of Speech/Expression)

(cf. 9323 - Meeting Conduct)

Civil behavior is polite, courteous, and reasonable behavior which is respectful to others and includes integrity, honesty, acceptance, timeliness, dependability, observance of laws and rules, and effective communication.

The Board and district staff shall model civil behavior as an example of behavior that is expected throughout the district. Practices that promote civil behavior include actively listening, giving full attention to the speaker, and refraining from interruptions; welcoming and encouraging participation, input, and feedback through stakeholder engagement; promptly responding to concerns; and embracing varying and diverse viewpoints. Such practices may be incorporated into governance standards adopted by the Board or Superintendent and/or professional standards or codes of conduct for employees as specified in district policies and regulations.

(cf. 2111 - Superintendent Governance Standards)

(cf. 4119.21/4219.21/4319.21 - Professional Standards)

(cf. 6164.2 - Guidance/Counseling Services)

(cf. 9005 - Governance Standards)

Students, staff, parents/guardians, and community members should be educated in the recognition, development, and demonstration of civil behavior. The Superintendent or designee may incorporate related concepts in the curriculum, provide staff development activities, and/or communicate this policy to the school community.

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

CIVILITY POLICY

Students, staff, parents/guardians, and community members shall not communicate or behave in a manner that causes disruption; hinders the orderly conduct of district operations, the educational program, or any other district program or activity; or creates an unsafe learning or working environment. The Superintendent or designee may respond to disruptive, violent, or threatening behavior in accordance with law and as specified in BP/AR 3515.2 - Disruptions.

(cf. 0450 - Comprehensive Safety Plan)
(cf. 1250 - Visitors/Outsiders)
(cf. 3515.2 - Disruptions)
(cf. 3515.4 - Recovery for Property Loss or Damage)
(cf. 3515.7 - Firearms on School Grounds)
(cf. 3516 - Emergencies and Disaster Preparedness Plan)
(cf. 3516.2 - Bomb Threats)
(cf. 4156.3/4256.3/4356.3 - Employee Property Reimbursement)
(cf. 4158/4258/4358 - Employee Security)

(cf. 5131.4 - Student Disturbances)
(cf. 5131.5 - Vandalism and Graffiti)
(cf. 5131.7 - Weapons and Dangerous Instruments)
(cf. 5138 - Conflict Resolution/Peer Mediation)

Behavior by students or staff that is discriminatory, harassing, or intimidating, including sexual harassment, bullying, and/or hate violence, or behavior that is in any other way unlawful, is prohibited and is subject to discipline in accordance with law and as specified in district policy and regulations.

(cf. 1312.1 - Complaints Concerning District Employees)
(cf. 1312.3 - Uniform Complaint Procedures)
(cf. 4030 - Nondiscrimination in Employment)
(cf. 4119.11/4219.11/4319.11 - Sexual Harassment)
(cf. 4119.12/4219.12/4319.12 - Title IX Sexual Harassment Complaint Procedures)
(cf. 5131 - Conduct)
(cf. 5131.2 - Bullying)
(cf. 5144 - Discipline)
(cf. 5144.1 - Suspension and Expulsion/Due Process)
(cf. 5145.3 - Nondiscrimination/Harassment)
(cf. 5145.7 - Sexual Harassment)
(cf. 5145.71 - Title IX Sexual Harassment Complaint Procedures)
(cf. 5145.9 - Hate-Motivated Behavior)

Legal Reference next page

CIVILITY POLICY

Legal Reference:

EDUCATION CODE

200-262.4 Educational equity

32210 Willful disturbance of public school or meeting

32211 Threatened disruption or interference with classes

32212 Classroom interruptions

32280-32289.5 School safety plans

35181 Governing board authority to set policy on responsibilities of students

35291-35291.5 Rules

44050 Employee code of conduct; interaction with students

44807 Teachers' duty concerning conduct of students

44810 Willful interference with classroom conduct

44811 Disruption of classwork or extracurricular activities

48900-48926 Suspension and expulsion, especially:

48907 Exercise of free expression; rules and regulations

48950 Speech and other communication

49330-49335 Injurious objects

CIVIL CODE

51.7 Freedom from violence or intimidation

GOVERNMENT CODE

54954.3 Opportunity for public to address legislative body; regulations

54957.9 Disorderly conduct of general public during meeting; clearing of room

PENAL CODE

243.5 Assault or battery on school property

415.5 Disturbance of peace of school

422.55 Definition of hate crime

422.6 Civil rights; crimes

626-626.11 School crimes

627-627.10 Access to school premises

653b Loitering about schools or public places

653.2 Electronic communication devices; threats to safety

CALIFORNIA CONSTITUTION

Article 1, Section 2 Freedom of speech and expression

Article 1, Section 28 Right to safe schools

U.S. CONSTITUTION

Amendment 1, Freedom of speech and expression

COURT DECISIONS

City of San Jose v. Garbett (2010) 190 Cal.App.4th 526

Norse v. City of Santa Cruz (9th Cir. 2010) 629 F.3d 966

Baca v. Moreno Valley Unified School District (1996) 936 F.Supp. 719

Hazelwood School District v. Kuhlmeier (1988) 484 U.S. 260

Management Resources:

CSBA PUBLICATIONS

Superintendent Governance Standards

Professional Governance Standards for School Boards, June 2019

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

California's Social and Emotional Learning: Guiding Principles, 2018

Social and Emotional Learning in California: A Guide to Resources, October 2018

COMMISSION ON TEACHER CREDENTIALING PUBLICATIONS

California Professional Standards for Education Leaders (CPSEL), February 2014

NATIONAL POLICY BOARD FOR EDUCATIONAL ADMINISTRATION

Professional Standards for Educational Leaders, October 2015

CIVILITY POLICY

WEB SITES

CSBA: <https://www.csba.org>

California Department of Education: <https://www.cde.ca.gov>

California Office of the Attorney General: <https://oag.ca.gov>

Center for Safe and Responsible Internet Use: <https://www.ewa.org/organization/center-safe-and-responsible-internet-use>

Commission on Teacher Credentialing: <https://www.ctc.ca.gov>

National Council for the Social Studies Connected: <https://connected.socialstudies.org>

National Policy Board for Educational Administration: <https://www.npbea.org>

National School Safety Center: <http://www.schoolsafety.us>

U.S. Department of Education: <https://www.ed.gov>

U.S Equal Employment Opportunity Commission: <https://www.eeoc.gov>

CIVILITY POLICY

In order to keep schools and administrative offices free from disruptions and to prevent unauthorized individuals from entering school or district grounds, procedures will be established to support a safe work place for students and staff. The intent of these procedures will be to promote mutual respect, civility, and orderly conduct among district employees, parents, and the public.

Disruptions

1. Members of the public who use obscenities or speak in a loud, insulting, and/or demeaning manner will be calmly and politely reminded by district employees to communicate in a civil manner.
2. Members of the public who continue to speak in a demeaning manner will be politely notified that the meeting, conference, or telephone conversation is terminated. If the meeting or conference is on district property, the offending person will be directed to leave the premises.
3. The employee(s) involved in this situation will notify the site administrator of the situation.
4. Any individual will be directed to leave district property by the school or district office administration who
 - a. Disrupts or threatens to disrupt school/office operations
 - b. Threatens school/office operations
 - c. Threatens the health and safety of students or staff
 - d. Willfully causes property damage
 - e. Uses loud and/or offensive language, which could encourage a violent reaction
 - f. Has established a continued pattern of unauthorized entry on district property
5. If an individual refuses to leave upon request, the site or district office administrator may contact law enforcement officials. The superintendent or designee will be immediately notified if this occurs.
6. The superintendent or designee will inform the individual removed from district property that he/she will be guilty of a misdemeanor in accordance with California Education Code 44811 and Penal Code 415.5 and 626.7 if he/she reenters any district facility within 30 days after being directed to leave or within 7 days if the person is a parent/guardian of a student attending that school.

CIVILITY POLICY

7. If an individual wishes to contest an action taken by the district under this section, he/she must submit a written Notice of Complaint to the Superintendent or designee within five (5) days of the district's action. Upon receipt of the Notice of Complaint, the district will initiate the Uniform Complaint Procedures under the California Code of Regulations.

(cf. 1312.3 - Uniform Complaint Procedures)

8. Employees will immediately report to site or district office administration any violence directed against the employee or an incident of property theft.
9. Additionally, a written report will be filed by completing the Civility Policy Incident Report Form E 1313. This report will be given to the assistant superintendent, education services within 24 hours of the incident.
10. Law enforcement will be contacted by site or district office administration to report any attack, assault or threat made against an employee while on district premises or at district-sponsored activities.
11. An effort will be made to provide the individual offender with a copy of the Civility Policy if a violation of this policy occurs. (CCR, Title 5, Sections 4600-4687)

CIVILITY POLICY INCIDENT REPORT

Name: _____

Site: _____

Today's date: _____

Date and time (approximate) of incident: _____

Location of incident (office, classroom, hallway, etc.): _____

Name of person you are reporting (if known): _____

Is this person a parent/guardian or relative to a student at LUSD? ____ Yes ____ No

Did you feel your wellbeing/safety was threatened? ____ Yes ____ No

Were there any witnesses to this incident? ____ Yes ____ No

Name(s) of witness(es): _____

Were the police contacted? ____ Yes ____ No

Below, please describe what happened: _____

If you need additional space, please use the back of this sheet. Thank you

Signature of Person completing form _____

A copy of this Incident Report should be sent to the Assistant Superintendent, Ed Services

LAKESIDE UNION SCHOOL DISTRICT

Governing Board Meeting Date: 11/10/21

Agenda Item:

Board Policy and Administrative Regulation 5141.52: Suicide Prevention

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

Adoption: Policy updated to expand material regarding stakeholder engagement and best practices for suicide prevention, intervention, and postvention, and for consistency with CDE's Model Youth Suicide Prevention Policy, including an enhanced list of participants for staff development, the importance of resiliency skills to student instruction, the review of materials and resources for alignment with safe and effective messaging, information to be provided to parents/guardians and caregivers, and the establishment of district and/or school site crisis intervention team(s). Policy also updated to clarify that the policy may be reviewed more frequently than the five-year review requirement of law, and that district data pertaining to reports of suicidal ideation, attempts, or death and data that reflect school climate be periodically reviewed to aid in program development.

Regulation updated to expand the section on "Staff Development" by adding to the list of participants for suicide prevention training, topics to be included in such training, and additional professional development for specified groups and to enhance the section on "Instruction" by adding to the list of topics to be taught and authorizing the development and implementation of school activities that raise awareness about mental health wellness and suicide prevention. Regulation also updated to include, for districts that have crisis intervention teams, the contact information for district and/or school site crisis intervention team members, add that school counselors may disclose a student's personal information to report child abuse and neglect as required by law, and include providing comfort to a student who has attempted or threatened to attempt suicide.

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:


Lisa DeRosier, Executive Assistant

Reviewed by Cabinet Member: _____

Approved for Submission to the Governing Board:


Dr. Rhonda Taylor, Superintendent

SUICIDE PREVENTION

The Governing Board recognizes that suicide is a leading cause of death among youth, prevention is a collective effort that requires stakeholder engagement, and school personnel who regularly interact with students are often in a position to recognize the warning signs of suicide and to offer appropriate referral and/or assistance. In an effort to reduce suicidal behavior, its impact on students and families, and other trauma associated with suicide, the Superintendent or designee shall develop measures, strategies, practices, and supports for suicide prevention, intervention, and postvention.

In developing measures and procedures for suicide prevention, intervention, and postvention, the Superintendent or designee shall consult with school and community stakeholders, school employed mental health professionals, and, in developing policy for grades K-6, the county mental health plan. (Education Code 215)

(cf. 1220 - Citizen Advisory Committees)

(cf. 1400 - Relations Between Other Governmental Agencies and the Schools)

School and community stakeholders and school mental health professionals with whom the Superintendent or designee shall consult may include district and school administrators, school counselors, school psychologists, school social workers, school nurses, other staff, parents/guardians and caregivers, students, local health agencies, mental health professionals, community organizations, law enforcement, legal counsel, and/or the district's risk manager or insurance carrier. The Superintendent or designee may also collaborate with county and/or city governments in an effort to align district policy with any existing community suicide prevention plans.

Measures and strategies for suicide prevention, intervention, and postvention shall include, but are not limited to:

1. Staff development on suicide awareness and prevention for teachers, interns, school counselors, and others who interact with students, including, as appropriate, substitute teachers, coaches, expanded day learning staff, crossing guards, tutors, and volunteers

(cf. 1240 - Volunteer Assistance)

(cf. 4112.21 - Interns)

(cf. 4121 - Temporary/Substitute Personnel)

(cf. 4127/4227/4327 – Temporary Athletic Team Coaches)

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

(cf. 5142 - Safety)

(cf. 5148 - Child Care and Development)

(cf. 5148.2 - Before/After School Programs)

(cf. 6145.2 - Athletic Competition)

SUICIDE PREVENTION

2. Instruction to students in problem-solving, coping skills, and resiliency skills to promote students' mental, emotional, and social health and well-being, as well as instruction in recognizing and appropriately responding to warning signs of suicidal intent in others

(cf. 6142.8 – Comprehensive Health Education)

3. Methods for promoting a positive school climate that enhances students' feelings of connectedness with the school and that is characterized by caring staff and harmonious interrelationships among students

(cf. 5131 - Conduct)

(cf. 5131.2 - Bullying)

(cf. 5137 - Positive School Climate)

(cf. 5145.3 - Nondiscrimination/Harassment)

(cf. 5145.7 - Sexual Harassment)

(cf. 5145.71 – Title IX Sexual Harassment Complaint Procedures)

(cf. 5145.9 - Hate-Motivated Behavior)

4. The review of materials and resources used in awareness efforts and communications to ensure they align with best practices for safe and effective messaging about suicide
5. The provision of information to parents/guardians and caregivers regarding risk and protective factors, warning signs of suicide, the severity of the suicide problem among youth, the district's suicide prevention curriculum, the district's suicide prevention policy and procedures, basic steps for helping suicidal youth, the importance of communicating with appropriate staff if suicide risk is present or suspected, access to suicide prevention training, and/or school and community resources that can help youth in crisis.
6. Encouragement for students to notify appropriate school personnel or other adults when they are experiencing thoughts of suicide or when they suspect or have knowledge of another student's suicidal intentions
7. Crisis intervention procedures for addressing suicide threats or attempts
8. Counseling and other postvention strategies for helping students, staff, and others cope in the aftermath of a student's suicide

SUICIDE PREVENTION

9. Establishment of district and/or school-site crisis intervention team(s) to ensure the proper implementation and review of this policy and other district practices related to the emotional and behavioral wellness of students, including, but not limited to, the oversight of mental health and suicide prevention training, collaboration with community mental health organizations, identification of resources and organizations that provide evidence-based treatment, collaboration to build community response, and compliance with Education Code 215

(cf. 5141.5 - Mental Health)

As appropriate, these measures and strategies shall specifically address the needs of students who are at high risk of suicide, including, but not limited to, students who are bereaved by suicide; students with disabilities, mental illness, or substance use disorders; students who are experiencing homelessness or who are in out-of-home settings such as foster care; and students who are lesbian, gay, bisexual, transgender, or questioning. (Education Code 215)

The Board shall ensure that measures and strategies for students in grades K-6 are age appropriate and delivered and discussed in a manner that is sensitive to the needs of young students. (Education Code 215)

If a referral is made for mental health or related services for a student in grade K-6 who is a Medi-Cal beneficiary, the Superintendent or designee shall coordinate and consult with the county mental health plan. (Education Code 215)

(cf. 5141.6 - School Health Services)

District employees shall act only within the authorization and scope of their credential or license. Nothing in this policy shall be construed as authorizing or encouraging district employees to diagnose or treat mental illness unless they are specifically licensed and employed to do so. (Education Code 215)

The Board shall review, and update as necessary, this policy at least every five years. The Board may, at its discretion, review the policy more frequently. (Education Code 215)

The Superintendent or designee shall periodically review district data pertaining to school climate and reports of suicidal ideation, attempts, or death to identify patterns or trends and make recommendations regarding program development.

The Superintendent or designee shall post this policy on the district's web site, in a prominent location and in a manner that is easily accessible to parents/guardians and students. (Education Code 234.6)

SUICIDE PREVENTION

Legal Reference:

EDUCATION CODE

215 Student suicide prevention policies

215.5 Suicide prevention hotline contact information on student identification cards

216 Suicide prevention online training programs

234.6 Posting suicide prevention policy on website

32280-32289.5 Comprehensive safety plan

49060-49079 Student records

49602 Counseling; confidentiality of student information

49604 Suicide prevention training for school counselors

GOVERNMENT CODE

810-996.6 Government Claims Act

PENAL CODE

11164-11174.3 Child Abuse and Neglect Reporting Act

WELFARE AND INSTITUTIONS CODE

5698 Emotionally disturbed youth; legislative intent

5850-5886 Children's Mental Health Services Act

COURT DECISIONS

Corales v. Bennett (Ontario-Montclair School District), (2009) 567 F.3d 554

Management Resources:

Health Framework for California Public Schools, Kindergarten Through Grade Twelve, 2019

Health Education Content Standards for California Public Schools, Kindergarten Through Grade Twelve, 2008

Model Youth Suicide Prevention Policy

CALSCHLS PUBLICATIONS

California Healthy Kids Survey (CHKS)

California School Parent Survey (CSPS)

California School Staff Survey (CSSS)

CENTERS FOR DISEASE CONTROL AND PREVENTION PUBLICATIONS

School Connectedness: Strategies for Increasing Protective Factors Among Youth, 2009

EACH MIND MATTERS: CALIFORNIA'S MENTAL HEALTH MOVEMENT PUBLICATIONS

Making Headlines: Guide to Engaging the Media in Suicide Prevention in California, 2012

HEARD ALLIANCE PUBLICATIONS

K-12 Toolkit for Mental Health Promotion and Suicide Prevention, 2017

MENTAL HEALTH SERVICES OVERSIGHT AND ACCOUNTABILITY COMMUNICATIONS PUBLICATIONS

Striving for Zero: California's Strategic Plan for Suicide Prevention 2020-2025

NATIONAL ASSOCIATION OF SCHOOL PSYCHOLOGISTS PUBLICATIONS

Preventing Suicide: Guidelines for Administrators and Crisis Teams, 2015

SUICIDE PREVENTION RESOURCE CENTER PUBLICATIONS

After a Suicide: A Toolkit for Schools, 2nd Edition, 2018

U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES PUBLICATIONS

National Strategy for Suicide Prevention: Goals and Objectives for Action, rev. 2012

Preventing Suicide: A Toolkit for High Schools, 2012

SUICIDE PREVENTION

WEB SITES

American Academy of Pediatrics: <https://www.healthychildren.org>
American Association of Suicidology: <http://www.suicidology.org>
American Foundation for Suicide Prevention: <https://afsp.org>
American Psychological Association: <http://www.apa.org>
American School Counselor Association: <https://www.schoolcounselor.org>
California Department of Education, Mental Health: <http://www.cde.ca.gov/ls/cg/mh>
California Department of Health Care Services, Mental Health Services:
<http://www.dhcs.ca.gov/services/MH>
California Mental Health Services Authority: <https://www.calmhsa.org>
CalSCHLS: <https://calschls.org>
Centers for Disease Control and Prevention, Mental Health: <http://www.cdc.gov/mentalhealth>
Crisis Text Line: <https://www.crisistextline.org>
Each Mind Matters: California's Mental Health Movement: <https://emmresourcecenter.org>
HEARD Alliance: <https://www.heardalliance.org>
Mental Health Services Oversight and Accountability Commission: <https://mhsoac.ca.gov>
National Action Alliance for Suicide Prevention: <https://theactionalliance.org>
National Association of School Psychologists: <https://www.nasponline.org>
National Child Traumatic Stress Network: <https://www.nctsn.org>
National Institute for Mental Health: <http://www.nimh.nih.gov>
Substance Abuse and Mental Health Services Administration: <https://www.samhsa.gov>
Suicide Prevention Lifeline: <https://suicidepreventionlifeline.org>
Suicide Prevention Messaging: <https://suicidepreventionmessaging.org>
Suicide Prevention Resource Center: <https://www.sprc.org/about-suicide>
Trevor Project: <http://thetrevorproject.org>
U.S. Department of Health and Human Services, Substance Abuse and Mental Health Services Administration: <http://www.samhsa.gov>

SUICIDE PREVENTION**Staff Development**

Suicide prevention training shall be provided to teachers, interns, counselors, and others who interact with students, including, as appropriate, substitute teachers, coaches, expanded day learning staff, crossing guards, tutors, and volunteers. The training shall be offered under the direction of a district counselor, psychologist, and/or social worker who has received advanced training specific to suicide and who may collaborate with one or more county or community mental health agencies.

(cf. 1240 - Volunteer Assistance)

(cf. 4112.21 - Interns)

(cf. 4121 - Temporary/Substitute Personnel)

(cf. 4127/4227/4327 - Temporary Athletic Team Coaches)

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

(cf. 5142 - Safety)

(cf. 5148 - Child Care and Development)

(cf. 5148.2 - Before/After School Programs)

(cf. 6145.2 - Athletic Competition)

Materials for training shall include how to identify appropriate mental health services at the school site and within the community, and when and how to refer youth and their families to those services. Materials also may include programs that can be completed through self-review of suitable suicide prevention materials. (Education Code 215)

Additionally, staff development shall include research and information related to the following topics:

1. The higher risk of suicide among certain groups, including, but not limited to, students who are impacted by suicide; students with disabilities, mental illness, or substance use disorders; students who are experiencing homelessness or who are in out-of-home settings such as foster care; and students who are lesbian, gay, bisexual, transgender, or questioning
2. Individual risk factors such as previous suicide attempt(s) or self-harm, history of depression or mental illness, family history of suicide or violence, feelings of isolation, interpersonal conflicts, a recent severe or traumatic stressor or loss, family instability, impulsivity, and other factors

(cf. 5131.6 - Alcohol and Other Drugs)

SUICIDE PREVENTION

3. Identification of students who may be at risk of suicide, including, but not limited to, warning signs that may indicate depression, emotional distress, or suicidal intentions, such as changes in students' personality or behavior and verbalizations of hopelessness or suicidal intent
4. Protective factors that may help to decrease a student's suicide risk, such as resiliency, problem-solving ability, access to mental health care, and positive connections to family, peers, school, and community
5. Instructional strategies for teaching the suicide prevention curriculum, promoting mental and emotional health, reducing the stigma associated with mental illness, and using safe and effective messaging about suicide
6. The importance of early prevention and intervention in reducing the risk of suicide
7. School and community resources and services, including resources and services that meet the specific needs of high-risk groups

(cf. 5141.6 - School Health Services)

(cf. 6164.2 - Guidance/Counseling Services)

8. Appropriate ways to interact with a student who is demonstrating emotional distress or is suicidal and procedures for intervening when a student attempts, threatens, or discloses the desire to die by suicide, including, but not limited to, appropriate protocols for constant monitoring and supervision of the student, during the time the student is in the school's physical custody, while the immediate referral of the student to medical or mental health services is being processed
9. District procedures for responding after a suicide has occurred
10. Common misconceptions about suicide

The district may provide additional professional development in suicide risk assessment and crisis intervention to district mental health professionals, including, but not limited to, school counselors, psychologists, social workers, and nurses.

Instruction

The district's comprehensive health education program shall promote the healthy mental, emotional, and social development of students and shall be aligned with the state content standards and curriculum framework. Suicide prevention instruction shall be incorporated into the health education curriculum in an age and developmentally appropriate secondary grades and shall be designed to help students:

SUICIDE PREVENTION

1. Identify and analyze warning signs and risk factors associated with suicide, including, but not limited to, understanding how mental health challenges and emotional distress, such as feelings of depression, loss, isolation, inadequacy, and anxiety, can lead to thoughts of suicide
2. Develop coping and resiliency skills for dealing with stress and trauma, and building self-esteem
3. Learn to listen, be honest, share feelings, and get help when communicating with friends who show signs of suicidal intent
4. Identify trusted adults; school resources, including the district's suicide prevention, intervention, and referral procedures; and/or community crisis intervention resources where youth can get help

(cf. 5141.6 - School Health Services)

(cf. 6142.8 - Comprehensive Health Education)

(cf. 6164.2 - Guidance/Counseling Services)

5. Develop help-seeking strategies and recognize that there is no stigma associated with seeking services for mental health, substance abuse, and/or suicide prevention

(cf. 5131.6 - Alcohol and Other Drugs)

6. Recognize that early prevention and intervention can drastically reduce the risk of suicide

The Superintendent or designee may develop and implement school activities that raise awareness about mental health wellness and suicide prevention.

(cf. 6145.8 - Assemblies and Special Events)

Student Identification Cards

Student identification cards for students in grades 7-12 shall include the National Suicide Prevention Lifeline telephone number and may also include the Crisis Text Line and/or a local suicide prevention hotline telephone number. (Education Code 215.5)

The Superintendent or designee shall provide the name, title, and contact information of the members of the district and/or school crisis intervention team(s) to students, staff, parents/guardians, and caregivers and on school and district web sites. Such notifications shall identify the mental health professional who serves as the crisis intervention team's designated reporter to receive and act upon reports of a student's suicidal intention.

SUICIDE PREVENTION

Intervention

Students shall be encouraged to notify a teacher, principal, counselor, designated reporter, or other adult when they are experiencing thoughts of suicide or when they suspect or have knowledge of another student's suicidal intentions.

Every statement regarding suicidal intent shall be taken seriously. Whenever a staff member suspects or has knowledge of a student's suicidal intentions based on the student's verbalizations or act of self-harm, the staff member shall promptly notify the principal, ~~or~~ school counselor, or designated reporter, who shall implement district intervention protocols as appropriate.

Although any personal information that a student discloses to a school counselor shall generally not be revealed, released, or discussed, or referred to with third parties, the counselor may report to the principal or student's parents/guardians when there is reasonable cause to believe that disclosure is necessary to avert a clear and present danger to the health, safety, or welfare of the student or others within the school community. In addition, the counselor may disclose information of a personal nature to psychotherapists, other health care providers, or the school nurse for the sole purpose of referring the student for treatment, or to report child abuse and neglect as required by Penal Code 11164-11174.3. (Education Code 49602)

(cf. 5141 - Health Care and Emergencies)

Whenever schools establish a peer counseling system to provide support for students, peer counselors shall receive training that includes identification of the warning signs of suicidal behavior and referral of a suicidal student to appropriate adults.

(cf. 5138 - Conflict Resolution/Peer Mediation)

When a suicide attempt or threat is reported, the principal or designee shall ensure student safety by taking the following actions:

1. Immediately securing medical treatment and/or mental health services as necessary
2. Notifying law enforcement and/or other emergency assistance if a suicidal act is being actively threatened
3. Keeping the student under continuous adult supervision and providing comfort to the student until the parent/guardian and/or appropriate support agent or agency can be contacted and has the opportunity to intervene
4. Removing other students from the immediate area as soon as possible

(cf. 0450 - Comprehensive Safety Plan)

SUICIDE PREVENTION

The principal or designee shall document the incident in writing, including the steps that the school took in response to the suicide attempt or threat.

(cf. 5125 - Student Records)

The Superintendent or designee shall follow up with the parent/guardian and student in a timely manner to provide referrals to appropriate services as needed. If the parent/guardian does not access treatment for the student, the Superintendent or designee may meet with the parent/guardian to identify barriers to treatment and assist the family in providing follow-up care for the student. If follow-up care is still not provided, the Superintendent or designee shall consider whether it is necessary, pursuant to laws for mandated reporters of child neglect, to refer the matter to the local child protective services agency.

(cf. 5141.4 - Child Abuse Prevention and Reporting)

For any student returning to school after a mental health crisis, the principal or designee and/or school counselor may meet with the parents/guardians and, if appropriate, with the student to discuss re-entry and appropriate steps to ensure the student's readiness for return to school and determine the need for ongoing support.

Postvention

In the event that a student dies by suicide, the Superintendent or designee shall communicate with the student's parents/guardians to offer condolences, assistance, and resources. In accordance with the laws governing confidentiality of student record information, the Superintendent or designee shall consult with the parents/guardians regarding facts that may be divulged to other students, parents/guardians, and staff.

The Superintendent or designee shall implement procedures to address students' and staff's grief and to minimize the risk of imitative suicide or suicide contagion. The Superintendent or designee shall provide students, parents/guardians, and staff with information, counseling, and/or referrals to community agencies as needed. School staff may receive assistance from school counselors or other mental health professionals in determining how to best discuss the suicide or attempted suicide with students.

Any response to media inquiries shall be handled by the district-designated spokesperson who shall not divulge confidential information. The district's response shall not sensationalize suicide and shall focus on the district's postvention plan and available resources.

(cf. 1112- Media Relations)

After any suicide or attempted suicide by a student, the Superintendent or designee shall provide an opportunity for all staff who responded to the incident to debrief, evaluate the effectiveness of the strategies used, and make recommendations for future actions.

SUICIDE PREVENTION

Regulation
approved: June 8, 2017
revised: November 10, 2021

LAKESIDE UNION SCHOOL DISTRICT
Lakeside, California

LAKESIDE UNION SCHOOL DISTRICT

Governing Board Meeting Date: 11/10/21

Agenda Item:

Board Policy and Administrative Regulation 5145.3: Nondiscrimination/Harassment

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

Adoption: Regulation updated to reflect **NEW FEDERAL REGULATIONS (85 Fed. Reg. 30026)** which require that allegations of sexual harassment that meet the federal definition be investigated through Title IX complaint procedures, as described in AR 5145.71 - Title IX Sexual Harassment Complaint Procedures, rather than the district's uniform complaint procedures.

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. Rhonda Taylor, Superintendent

Reviewed by Cabinet Member: _____

NONDISCRIMINATION/HARASSMENT

This policy shall apply to all acts constituting unlawful discrimination or harassment related to school activity or to school attendance occurring within a district school, and to acts which occur off campus or outside of school-related or school-sponsored activities but which may have an impact or create a hostile environment at school

The Governing Board desires to provide a safe school environment that allows all students equal access to and opportunities in the district's academic, extracurricular, and other educational support programs, services, and activities. The Board prohibits, at any district school or school activity, unlawful discrimination, including discriminatory harassment, intimidation, and bullying, targeted at any student by anyone, based on the student's actual or perceived race, color, ancestry, nationality, national origin, immigration status, ethnic group identification, ethnicity, age, religion, marital status, pregnancy, parental status, physical or mental disability, medical condition, sex, sexual orientation, gender, gender identity, gender expression, or genetic information or association with a person or group with one or more of these actual or perceived characteristics.

(cf. 0410 - Nondiscrimination in District Programs and Activities)

(cf. 5131 - Conduct)

(cf. 5131.2 - Bullying)

(cf. 5137 - Positive School Climate)

(cf. 5145.7 – Sexual Harassment)

(cf. 5145.9 - Hate-Motivated Behavior)

(cf. 5146 - Married/Pregnant/Parenting Students)

(cf. 6164.6 - Identification and Education Under Section 504)

Unlawful discrimination, including discriminatory harassment, intimidation, or bullying, may result from physical, verbal, nonverbal, or written conduct based on any of the categories listed above. Unlawful discrimination also occurs when prohibited conduct ~~that~~ is so severe, persistent, or pervasive that it affects a student's ability to participate in or benefit from an educational program or activity; creates an intimidating, threatening, hostile, or offensive educational environment; has the effect of substantially or unreasonably interfering with a student's academic performance; or otherwise adversely affects a student's educational opportunities.

Unlawful discrimination also includes disparate treatment of students based on one of the categories above with respect to the provision of opportunities to participate in school programs or activities or the provision or receipt of educational benefits or services.

The Board also prohibits any form of retaliation against any individual who reports or participates in the reporting of unlawful discrimination, files or participates in the filing of a complaint, or investigates or participates in the investigation of a complaint or report alleging unlawful discrimination. Retaliation complaints shall be investigated and resolved in the same manner as a discrimination complaint.

NONDISCRIMINATION/HARASSMENT (continued)

The Superintendent or designee shall facilitate students' access to the educational program by publicizing the district's nondiscrimination policy and related complaint procedures to students, parents/guardians, and employees. In addition, the Superintendent or designee shall post the district's policies prohibiting discrimination, harassment, intimidation, and bullying and other required information on the district's web site in a manner that is easily accessible to parents/guardians and students, in accordance with law and the accompanying administrative regulation.

The Superintendent or designee shall provide training and/or information on the scope and use of the policy and complaint procedures and take other measures designed to increase the school community's understanding of the requirements of law related to discrimination. The Superintendent or designee shall regularly review the implementation of the district's nondiscrimination policies and practices and, as necessary, shall take action to remove any identified barrier to student access to or participation in the district's educational program. The Superintendent or designee shall report the findings and recommendations to the Board after each review.

(cf. 1312.3 - Uniform Complaint Procedures)
(cf. 1330 - Use of Facilities)
(cf. 4131 - Staff Development)
(cf. 4231 - Staff Development)
(cf. 4331 - Staff Development)
(cf. 6145 - Extracurricular and Cocurricular Activities)
(cf. 6145.2 - Athletic Competition)
(cf. 6164.2 - Guidance/Counseling Services)

Regardless of whether a complainant complies with the writing, timeline, and/or other formal filing requirements, all complaints alleging unlawful discrimination, including discriminatory harassment, intimidation, or bullying, shall be investigated and prompt action taken to stop the discrimination, prevent recurrence, and address any continuing effect on students.

Students who engage in unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, in violation of law, Board policy, or administrative regulation shall be subject to appropriate consequence or discipline, which may include suspension or expulsion when the behavior is severe or pervasive as defined in Education Code 48900.4. Any employee who permits or engages in prohibited discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, shall be subject to disciplinary action, up to and including dismissal.

(cf. 4118 - Dismissal/Suspension/Disciplinary Action)
(cf. 4119.21/4219.21/4319.21 - Professional Standards)
(cf. 4218 - Dismissal/Suspension/Disciplinary Action)
(cf. 5144 - Discipline)
(cf. 5144.1 - Suspension and Expulsion/Due Process)
(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))
(cf. 5145.2 - Freedom of Speech/Expression)

NONDISCRIMINATION/HARASSMENT (continued)**Record-Keeping**

The Superintendent or designee shall maintain a record of all reported cases of unlawful discrimination, including discriminatory harassment, intimidation, or bullying, to enable the district to monitor, address, and prevent repetitive prohibited behavior in district schools.

(cf. 3580 – *Student Records*)

*Legal Reference:*EDUCATION CODE

200-262.4 Prohibition of discrimination
 48900.3 Suspension or expulsion for act of hate violence
 48900.4 Suspension or expulsion for threats or harassment
 48904 Liability of parent/guardian for willful student misconduct
 48907 Student exercise of free expression
 48950 Freedom of speech
 48985 Translation of notices
 49020-49023 Athletic programs
 49060-49079 Student records
 51500 Prohibited instruction or activity
 51501 Prohibited means of instruction
 60044 Prohibited instructional materials

CIVIL CODE

1714.1 Liability of parents/guardians for willful misconduct of minor

GOVERNMENT CODE

11135 Nondiscrimination in programs or activities funded by state

PENAL CODE

422.55 Definition of hate crime

422.6 Crimes, harassment

CODE OF REGULATIONS, TITLE 5

432 Student record

4600-4670 Uniform complaint procedures

4900-4965 Nondiscrimination in elementary and secondary education programs

UNITED STATES CODE, TITLE 20

1681-1688 Title IX of the Education Amendments of 1972

12101-12213 Title II equal opportunity for individuals with disabilities

UNITED STATES CODE, TITLE 29

794 Section 504 of Rehabilitation Act of 1973

UNITED STATES CODE, TITLE 42

2000d-2000e-17 Title VI and Title VII Civil Rights Act of 1964, as amended

2000h-2-2000h-6 Title IX of the Civil Rights Act of 1964

6101-6107 Age Discrimination Act of 1975

12101-12213 Title II equal opportunity for individuals with disabilities

CODE OF FEDERAL REGULATIONS, TITLE 28

35.107 Nondiscrimination on basis of disability; complaints

CODE OF FEDERAL REGULATIONS, TITLE 34

99.31 Disclosure of personally identifiable information

100.3 Prohibition of discrimination on basis of race, color or national origin

104.7 Designation of responsible employee for Section 504

104.8 Notice

NONDISCRIMINATION/HARASSMENT (continued)

Legal Reference: (continued)

106.8 *Designation of responsible employee for Title IX*

106.9 *Notification of nondiscrimination on basis of sex*

110.25 *Prohibition of discrimination based on age*

COURT DECISIONS

Donovan v. Poway Unified School District, (2008) 167 Cal.App.4th 567

Flores v. Morgan Hill Unified School District, (2003) 324 F.3d 1130

Management Resources:

CSBA PUBLICATIONS

Updated Legal Guidance: Protecting Transgender and Gender Nonconforming Students Against Sex Discrimination, March 2017

CALIFORNIA OFFICE OF THE ATTORNEY GENERAL PUBLICATIONS

Promoting a Safe and Secure Learning Environment for All: Guidance and Model Policies to Assist California's K-12 Schools in Responding to Immigration Issues, April 2018

FIRST AMENDMENT CENTER PUBLICATIONS

Public Schools and Sexual Orientation: A First Amendment Framework for Finding Common Ground, 2006

U.S. DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS PUBLICATIONS

Examples of Policies and Emerging Practices for Supporting Transgender Students, May 2016

Dear Colleague Letter: Title IX Coordinators, April 2015

Resolution Agreement Between the Arcadia Unified School District, U.S. Department of Education, Office for Civil Rights, and the U.S. Department of Justice, Civil Rights Division, (2013) OCR 09-12-1020, DOJ 169-12C-70

Dear Colleague Letter: Harassment and Bullying, October 2010

Notice of Non-Discrimination, Fact Sheet, August 2010

U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES PUBLICATIONS

Guidance to Federal Financial Assistance Recipients Regarding Title VI Prohibition Against National Origin Discrimination Affecting Limited English Proficient Persons, August 2003

WEB SITES

CSBA: <http://www.csba.org>

California Department of Education: <http://www.cde.ca.gov>

California Safe Schools Coalition: <http://www.casafeschools.org>

California Office of the Attorney General: <http://oag.ca.gov>

First Amendment Center: <http://www.firstamendmentcenter.org>

U.S. Department of Education, Office for Civil Rights: <http://www.ed.gov/about/offices/list/ocr>

NONDISCRIMINATION/HARASSMENT

The district designates the individual(s) identified below as the employee(s) responsible for coordinating the district's efforts to comply with applicable state and federal civil rights laws and to answer inquiries regarding the district's nondiscrimination policies. The individual(s) shall also serve as the compliance officer(s) specified in AR 1312.3 - Uniform Complaint Procedures as the responsible employee to handle complaints alleging unlawful discrimination targeting a student, including discriminatory harassment, intimidation, or bullying, based on the student's actual or perceived race, color, ancestry, nationality, national origin, ethnicity, ethnic group identification, age, religion, marital or parental status, pregnancy, physical or mental disability, medical condition, sex, sexual orientation, gender, gender identity, gender expression, or any other legally protected status; or association with a person or group with one or more of these actual or perceived characteristics. The coordinator/compliance officer(s) may be contacted at: (Education Code 234.1; 5 CCR 4621)

Executive Director, Pupil Services

12335 Woodside Avenue, Lakeside, CA 92040

(619) 390-2624

(email)

(cf. 1312.1 - Complaints Concerning District Employees)

(cf. 1312.3 - Uniform Complaint Procedures)

(cf. 5145.7 - Sexual Harassment)

(cf. 5145.71 - Title IX Sexual Harassment Complaint Procedures)

Measures to Prevent Discrimination

To prevent unlawful discrimination, including discriminatory harassment, intimidation, retaliation, and bullying, of students at district schools or in school activities and to ensure equal access of all students to the educational program, the Superintendent or designee shall implement the following measures:

1. Publicize the district's nondiscrimination policy and related complaint procedures, including the coordinator/compliance officer's contact information, to students, parents/guardians, employees, volunteers, and the general public by posting them in a prominent locations and providing easy access to them through district-supported communications. (Education Code 234.1)

NONDISCRIMINATION/HARASSMENT (continued)

2. Post the district's policies and procedures prohibiting discrimination, harassment, student sexual harassment, intimidation, bullying, and cyberbullying, including a section on social media bullying that includes all of the references described in Education Code 234.6 as possible forums for social media, in a prominent location on the district's web site in a manner that is easily accessible to parents/guardians and students (Education Code 234.6)

(cf. 0410 - Nondiscrimination in District Programs and Activities)

(cf. 1113 - District and School Web Sites)

(cf. 1114 - District-Sponsored Social Media)

(cf. 5131.2 - Bullying)

(cf. 5145.9 - Hate-Motivated Behavior)

3. Post the definition of sex discrimination and harassment as described in Education Code 230, including the rights set forth in Education Code 221.8, in a prominent location on the district's web site in a manner that is easily accessible to parents/guardians and students (Education Code 234.6)
4. Post in a prominent location on the district web site in a manner that is easily accessible to parents/guardians and students information regarding Title IX prohibitions against discrimination based on a student's sex, gender, gender identity, pregnancy, and parental status, including the following: (Education Code 221.6, 221.61, 234.6)
 - a. The name and contact information of the district's Title IX Coordinator, including the phone number and email address
 - b. The rights of students and the public and the responsibilities of the district under Title IX, including a list of rights as specified in Education Code 221.8 and web links to information about those rights and responsibilities located on the web sites of the Office for Equal Opportunity and the U.S. Department of Education's Office for Civil Rights (OCR)
 - c. A description of how to file a complaint of noncompliance under Title IX, which shall include:
 - (1) An explanation of the statute of limitations within which a complaint must be filed after an alleged incident of discrimination has occurred and how a complaint may be filed beyond the statute of limitations
 - (2) An explanation of how the complaint will be investigated and how the complainant may further pursue the complaint, including web links to this information on the OCR's web site

NONDISCRIMINATION/HARASSMENT (continued)

- (3) A web link to the OCR complaints form and the contact information for the office, including the phone number and email address for the office
- d. A link to the Title IX information included on the California Department of Education's (CDE) web site
- 5. Post a link to statewide CDE-compiled resources, including community-based organizations, that provide support to youth who have been subjected to school-based discrimination, harassment, intimidation, or bullying and to their families. Such resources shall be posted in a prominent location on the district's web site in a manner that is easily accessible to parents/guardians and students. (Education Code 234.5, 234.6)
- 6. Provide to students a handbook that contains age-appropriate information that clearly describes the district's nondiscrimination policy, procedures for filing a complaint, and resources available to students who feel that they have been the victim of any such behavior.
- 7. Annually notify all students and parents/guardians of the district's nondiscrimination policy, including its responsibility to provide a safe, nondiscriminatory school environment for all students, including transgender and gender-nonconforming students. The notice shall inform students and parents/guardians that they may request to meet with the compliance officer to determine how best to accommodate or resolve concerns that may arise from the district's implementation of its nondiscrimination policies. The notice shall also inform all students and parent/guardians that, to the extent possible, the district will address any individual student's interests and concerns in private.

(cf. 5145.6 - Parental Notifications)

- 8. Ensure that ~~all~~ students and parents/guardians, including those with limited English proficiency, are notified of how to access the relevant information provided in the district's nondiscrimination policy and related complaint procedures, notices, and forms in a language they can understand.

If 15 percent or more of students enrolled in a particular district school speak a single primary language other than English, the district's policy, regulation, forms, and notices concerning nondiscrimination shall be translated into that language in accordance with Education Code 234.1 and 48985. In all other instances, the district shall ensure meaningful access to all relevant information for parents/guardians with limited English proficiency.

NONDISCRIMINATION/HARASSMENT (continued)

9. Provide to students, employees, volunteers, and parents/guardians age-appropriate training and/or information regarding the district's nondiscrimination policy; what constitutes prohibited discrimination, including discriminatory harassment, intimidation, retaliation, or bullying; how and to whom a report of an incident should be made; and how to guard against segregating or stereotyping students when providing instruction, guidance, supervision, or other services to them. Such training and information shall include details of guidelines the district may use to provide a discrimination-free environment for all district students, including transgender and gender-nonconforming students.

(cf. 1240 - Volunteer Assistance)

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

10. At the beginning of each school year, inform school employees that any employee who witnesses any act of unlawful discrimination, including discriminatory harassment, intimidation, or bullying, against a student is required to intervene if it is safe to do so. (Education Code 234.1)

(cf. 4112.9/4212.9/4312.9 – Employee Notifications)

11. At the beginning of each school year, inform each principal or designee of the district's responsibility to provide appropriate assistance or resources to protect students' from threatened or potentially discriminatory behavior and ensure their privacy rights.

Enforcement of District Policy

The Superintendent or designee shall take appropriate actions to reinforce BP 5145.3 - Nondiscrimination/Harassment. As needed, these actions may include any of the following:

1. Removing vulgar or offending graffiti

(cf. 5131.5 - Vandalism and Graffiti)

2. Providing training to students, staff, and parents/guardians about how to recognize unlawful discrimination, how to report it or file a complaint, and how to respond
3. Disseminating and/or summarizing the district's policy and regulation regarding unlawful discrimination
4. Consistent with the laws regarding the confidentiality of student and personnel records, communicating to students, parents/guardians, and the community the school's response plan to unlawful discrimination or harassment

NONDISCRIMINATION/HARASSMENT (continued)

(cf. 4112.6/4212.6/4312.6 - Personnel Files)

(cf. 4119.23/4219.23/4319.23 - Unauthorized Release of Confidential/Privileged Information)

(cf. 5125 - Student Records)

5. Taking appropriate disciplinary action against students, employees, and anyone determined to have engaged in wrongdoing in violation of district policy, including any student who is found to have filed a complaint of discrimination that the student knew was not true

(cf. 4118 - Suspension/Disciplinary Action)

(cf. 4218 - Dismissal/Suspension/Disciplinary Action)

(cf. 5144 - Discipline)

(cf. 5144.1 - Suspension and Expulsion/Due Process)

(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

(cf. 6159.4 - Behavioral Interventions for Special Education Students)

Process for Initiating and Responding to Complaints

Students who feels that they have been subjected to unlawful discrimination described above or in district policy are strongly encouraged to immediately contact the compliance officer, principal, or any other staff member. In addition, students who observes any such incident is strongly encouraged to report the incident to the compliance officer or principal, whether or not the alleged victim files a complaint.

Any school employee who observes an incident of unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, or to whom such an incident is reported shall report the incident to the compliance officer or principal within a school day, whether or not the alleged victim files a complaint

Any school employee who witnesses an incident of unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, shall immediately intervene to stop the incident when it is safe to do so. (Education Code 234.1)

When verbal report of unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, is submitted to or received by the principal or compliance officer, the principal or compliance officer shall notify the student or parent/guardian of the right to file a formal complaint in accordance with AR 1312.3 - Uniform Complaint Procedures or, for complaints of sexual harassment that meet the federal Title IX definition, AR 5145.71 – Title IX Sexual Harassment Complaint Proceduresb. Once notified verbally or in writing, the compliance officer shall begin the investigation and shall implement immediate measures necessary to stop the discrimination and ensure all students have access to the educational program and a safe school environment. Any interim measures adopted to address unlawful discrimination shall, to the extent possible, not disadvantage the complainant or a student who is the victim of the alleged unlawful discrimination.

NONDISCRIMINATION/HARASSMENT (continued)

Any report or complaint alleging unlawful discrimination by the principal, compliance officer, or any other person to whom a report would ordinarily be made or complaint filed shall instead be made to or filed with the Superintendent or designee who shall determine how the complaint will be investigated.

(cf. 5141.4 - Child Abuse Prevention and Reporting)

Transgender and Gender-Nonconforming Students

Gender identity means a student's gender-related identity, appearance, or behavior as determined from the student's internal sense, whether or not that gender-related identity, appearance, or behavior is different from that traditionally associated with the student's physiology or assigned sex at birth.

Gender expression means a student's gender-related appearance and behavior, whether stereotypically associated with the student's assigned sex at birth. (Education Code 210.7)

Gender transition refers to the process in which a student changes from living and identifying as the sex assigned to the student at birth to living and identifying as the sex that corresponds to the student's gender identity.

Gender-nonconforming student means a student whose gender expression differs from stereotypical expectations.

Transgender student means a student whose gender identity is different from the gender assigned at birth.

The district prohibits acts of verbal, nonverbal, or physical aggression, intimidation, or hostility that are based on sex, gender identity, or gender expression, or that have the purpose or effect of producing a negative impact on the student's academic performance or of creating an intimidating, hostile, or offensive educational environment, regardless of whether the acts are sexual in nature. Examples of types of conduct which are prohibited in the district and which may constitute gender-based harassment include, but are not limited to:

1. Refusing to address a student by a name and the pronouns consistent with the student's gender identity
2. Disciplining or disparaging a student or excluding the student from participating in activities, for behavior or appearance that is consistent with the student's gender identity or that does not conform to stereotypical notions of masculinity or femininity, as applicable

NONDISCRIMINATION/HARASSMENT (continued)

3. Blocking a student's entry to the bathroom that corresponds to the student's gender identity
4. Taunting a student because the student participates in an athletic activity more typically favored by a student of the other sex
5. Revealing a student's transgender status to individuals who do not have a legitimate need for the information, without the student's consent
6. Using gender-specific slurs
7. Physically assaulting a student motivated by hostility toward the student because of the student's gender, gender identity, or gender expression

The district's uniform complaint procedures (AR 1312.3) or Title IX sexual harassment procedures (AR 5145.71), as applicable, shall be used to report and resolve complaints alleging discrimination against transgender and gender-nonconforming students.

Examples of bases for complaints include, but are not limited to, the above list as well as improper rejection by the district of a student's asserted gender identity, denial of access to facilities that correspond with a student's gender identity, improper disclosure of a student's transgender status, discriminatory enforcement of a dress code, and other instances of gender-based harassment.

To ensure that transgender and gender-nonconforming students are afforded the same rights, benefits, and protections provided to all students by law and Board policy, the district shall address each situation on a case-by-case basis, in accordance with the following guidelines:

1. Right to privacy: A student's transgender or gender-nonconforming status is the student's private information and the district will only disclose the information to others with the student's prior written consent, except when the disclosure is otherwise required by law or when the district has compelling evidence that disclosure is necessary to preserve the student's physical or mental well-being. In the latter instance, the district shall limit disclosure to individuals reasonably believed to be able to protect the student's well-being. Any district employee to whom a student discloses his/her transgender or gender-nonconforming status shall seek the student's permission to notify the compliance officer. If the student refuses to give permission, the employee shall keep the student's information confidential, unless the employee is required to disclose or report the student's information pursuant to this procedure, and shall inform the student that honoring the student's request may limit the district's ability to meet the student's needs related to the student's status as a transgender or gender-nonconforming student. If the student permits the employee to notify the compliance officer, the employee shall do so within three school days.

NONDISCRIMINATION/HARASSMENT (continued)

As appropriate given the student's need for support, the compliance officer may discuss with the student any need to disclose the student's transgender or gender-nonconformity status or gender identity or gender expression to the student's parents/guardians and/or others, including other students, teacher(s), or other adults on campus. The district shall offer support services, such as counseling, to students who wish to inform their parents/guardians of their status and desire assistance in doing so.

(cf. 1340 - Access to District Records)

(cf. 3580 - District Records)

2. **Determining a Student's Gender Identity:** The compliance officer shall accept the student's assertion of gender identity and begin to treat the student consistent with that gender identity unless district personnel present a credible and supportable basis for believing that the student's assertion is for an improper purpose.
3. **Addressing a Student's Transition Needs:** The compliance officer shall arrange a meeting with the student and, if appropriate, the student's parents/guardians to identify and develop strategies for ensuring that the student's access to educational programs and activities is maintained. The meeting shall discuss the transgender or gender-nonconforming student's rights and how those rights may affect and be affected by the rights of other students and shall address specific subjects related to the student's access to facilities and to academic or educational support programs, services, or addition, the compliance officer shall identify specific school site employee(s) to whom the student may report any problem related to the student's status as a transgender or gender-nonconforming individual, so that prompt action could be taken to address it. Alternatively, if appropriate and desired by the student, the school may activities, including, but not limited to, sports and other competitive endeavors. In form a support team for the student that will meet periodically to assess whether the arrangements for the student are meeting the student's educational needs and providing equal access to programs and activities, educate appropriate staff about the student's transition, and serve as a resource to the student to better protect the student from gender-based discrimination.
4. **Accessibility to Sex-Segregated Facilities, Programs, and Activities:** When the district maintains sex-segregated facilities, such as restrooms and locker rooms, and sex-segregated programs and activities, such as physical education classes, intermural sports, and interscholastic athletic programs, students shall be permitted to access facilities and participate in programs and activities consistent with their gender identity. To address any student's privacy concerns in using sex-segregated facilities, the district shall offer available options such as a gender-neutral or single-use restroom or changing area, a bathroom stall with a door, an area in the locker room separated by a curtain or screen, or use of the locker room before or after the other students. However,

NONDISCRIMINATION/HARASSMENT (continued)

the district shall not require a student to utilize these options because the student's is transgender or gender-nonconforming. In addition, a student shall be permitted to participate in accordance with the student's gender identity in other circumstances where students are separated by gender, such as for class discussions, yearbook pictures, and field trips. A student's right to participate in a sex-segregated activity in accordance with the student's gender identity shall not render invalid or inapplicable any other eligibility rule established for participation in the activity.

(cf. 6145 - Extracurricular and Cocurricular Activities)

(cf. 6145.2 - Athletic Competition)

(cf. 6153 - School-Sponsored Trips)

(cf. 7110 - Facilities Master Plan)

5. Student Records: A student's legal name or gender as entered on the mandatory student record required pursuant to 5 CCR 432 shall only be changed ~~pursuant to a court order~~ with proper documentation. When a student presents government-issued documentation of a name and/or gender change or submits a request for a name and/or gender change through the process specified in Education Code 49070, the district shall update the student's records. (Education Code 49062.5, 49070)

(cf. 5125 - Student Records)

(cf. 5125.1 - Release of Directory Information)

(cf. 5125.3 - Challenging Student Records)

6. Names and Pronouns: If a student so chooses, district personnel shall be required to address the student by a name and the pronouns consistent with the student's gender identity, without the necessity of a court order or a change to the student's official district record. However, inadvertent slips or honest mistakes by district personnel in the use of the student's name and/or consistent pronouns shall not constitute a violation of this administrative regulation or the accompanying district policy.
7. Uniforms/Dress Code: A student has the right to dress in a manner consistent with the student's gender identity, subject to any dress code adopted on a school site.

(cf. 5132 - Dress and Grooming)

LAKESIDE UNION SCHOOL DISTRICT

Governing Board Meeting Date: 11/10/21

Agenda Item:

Board Policy 5145.9: Hate-Motivated Behavior

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

Adoption: Policy updated to bolster the governing board's commitment to providing a respectful, inclusive, and safe learning environment, including adding a definition of hate-motivated behavior which incorporates a list of characteristics which may motivate prohibited behavior, reflecting the importance of celebrating diversity, enhancing the list of topics for student instruction and staff development, adding material regarding regularly occurring staff training, and including student and staff discipline for engaging in hate-motivated behavior. Policy also updated to include the requirement to post the policy in a prominent location on the district's web site and add that, in addition to other staff listed, complaints may be reported to the district's compliance officer.

Fiscal Impact (Cost):

N/A

Funding Source:

N/A

Recommended Action:

- ☐ Informational
- ☐ Discussion
- ☐ Approval
- ☒ Adoption

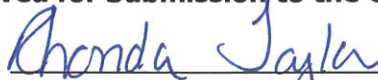
- ☐ Denial
- ☐ Ratification
- ☐ Review [Click here to enter text.](#)
- ☐ Explanation: [Click here to enter text.](#)

Originating Department/School: Superintendent's Office

Submitted/Recommended By:


Lisa DeRosier, Executive Assistant

Approved for Submission to the Governing Board:


Dr. Rhonda Taylor, Superintendent

Reviewed by Cabinet Member: _____

HATE-MOTIVATED BEHAVIOR

The Governing Board is committed to providing a respectful, inclusive, and safe learning environment that protects students from discrimination, harassment, intimidation, bullying, or any other type of behavior that is motivated by hate.

(cf. 0410 - Nondiscrimination in District Programs and Activities)

(cf. 0415 - Equity)

(cf. 0450 - Comprehensive Safety Plan)

(cf. 460 - Local Control and Accountability Plan)

(cf. 3515.4 - Recovery for Property Loss or Damage)

(cf. 5131 - Conduct)

(cf. 5131.2 - Bullying)

(cf. 5131.5 - Vandalism and Graffiti)

(cf. 5136 - Gangs)

(cf. 5137 - Positive School Climate)

(cf. 5141.52 - Suicide Prevention)

(cf. 5145.3 - Nondiscrimination/Harassment)

(cf. 5147 - Dropout Prevention)

Hate-motivated behavior is any behavior intended to cause emotional suffering, physical injury, or property damage through intimidation, harassment, bigoted slurs or epithets, force or threat of force, or vandalism motivated in part or in whole by bias or hostility toward the victim's real or perceived race, color, ancestry, nationality, national origin, immigration status, ethnic group identification, ethnicity, age, religion, marital status, pregnancy, parental status, physical or mental disability, medical condition, sex, sexual orientation, gender, gender identity, gender expression, or genetic information, or any other characteristic identified in Education Code 200 or 220, Government Code 11135, or Penal Code 422.55.

The Superintendent or designee shall design strategies to promote harmonious relationships among students, prevent incidents of hate-motivated behavior to the extent possible, and address such incidents in a timely manner when they occur.

The Superintendent or designee shall collaborate with regional programs and community organizations to promote an environment where diversity is celebrated and hate-motivated behavior is not tolerated. Such collaborative efforts shall focus on the development of effective prevention strategies and response plans, provision of assistance to students affected by hate-motivated behavior, and/or education of students who have perpetrated hate-motivated acts.

(cf. 1400 - Relations Between Other Governmental Agencies and the Schools)

(cf. 1700 - Relations Between Private Industry and the Schools)

(cf. 5148.2 - Before/After School Programs)

The district shall provide students with age-appropriate instruction that:

1. Includes the development of social-emotional learning
2. Promotes an understanding, awareness, appreciation, of and respect for human rights, human relations, diversity, and acceptance in a multicultural society

HATE-MOTIVATED BEHAVIOR (continued)

3. Explains the harm and dangers of explicit and implicit biases
4. Discourages discriminatory attitudes and practices
5. Provides strategies to manage conflicts constructively-

(cf. 5138 - Conflict Resolution/Peer Mediation)

(cf. 6142.3 - Civic Education)

(cf. 6142.4 - Service Learning/Community Service Classes)

(cf. 6141.94 - History-Social Science Instruction)

As necessary, the district shall provide counseling, guidance, and support to students who are victims of hate-motivated behavior and to students who exhibit such behavior.

(cf. 6164.2 - Guidance/Counseling Services)

When appropriate, students who engage in hate-motivated behavior shall be disciplined.

(cf. 5144 - Discipline)

(cf. 5144.1 - Suspension and Expulsion/Due Process)

(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

The Superintendent or designee shall provide staff with training that:

1. Promotes an understanding of diversity, equity, and inclusion
2. Discourages the development of discriminatory attitudes and practices
3. Includes social-emotional learning and nondiscriminatory instructional and counseling methods
4. Supports the prevention, recognition, and response to hate-motivated behavior
5. Raises the awareness and sensitivity of staff to potentially prejudicial and discriminatory behavior
6. Includes effective enforcement of rules for appropriate student conduct

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

Employees who engage in hate-motivated behavior shall be subject to disciplinary action, up to and including dismissal.

HATE-MOTIVATED BEHAVIOR (continued)

(cf. 4118 - Dismissal/Suspension/Disciplinary Action)

(cf. 4218 - Dismissal/Suspension/Disciplinary Action)

Rules prohibiting hate-motivated behavior and procedures for reporting a hate-motivated incident shall be provided to students, staff, and parents/guardians.

This policy shall be posted in a prominent location on the district's web site in a manner that is readily and easily accessible to parents/guardians and students. (Education Code 234.6)

(cf. 1113 - District and School Web Sites)

Any staff who is notified that ~~of~~ hate-motivated behavior has occurred, observes such behavior, or otherwise becomes aware of an incident shall immediately contact the compliance officer responsible for coordinating the district's response to complaints and complying with state and federal civil rights laws. As appropriate, the staff member shall also contact law enforcement.

(cf. 3515.3 - District Police/Security Department)

(cf. 4158/4258/4358 - Employee Security)

A student or parent/guardian who believes the student is a victim of hate-motivated behavior is encouraged to report the incident to a teacher, the principal, the district's compliance officer, or other staff member.

Any complaint of hate-motivated behavior shall be investigated and, if determined to be discriminatory, shall be resolved in accordance with law and the district's uniform complaint procedures specified in AR 1312.3 - Uniform Complaint Procedures or other applicable procedure. If, during the investigation, it is determined that a complaint is about nondiscriminatory behavior, the principal or designee shall inform the complainant and shall take all necessary actions to resolve the complaint.

(cf. 1312.1 - Complaints Concerning District Employees)

(cf. 1312.3 - Uniform Complaint Procedures)

Legal Reference: (see next page)

HATE-MOTIVATED BEHAVIOR (continued)

Legal Reference:

EDUCATION CODE

200-262.4 Prohibition of discrimination

32282 School safety plans

48900.3 Suspension for hate violence

48900.4 Suspension or expulsion for harassment, threats, or intimidation

GOVERNMENT CODE

11135 Prohibition of discrimination in programs or activities

PENAL CODE

422.55 Definition of hate crime

422.6 Crimes, harassment

CODE OF REGULATIONS, TITLE 5

4600-4670 Uniform complaint procedures

4900-4965 Nondiscrimination in elementary and secondary education programs

CODE OF FEDERAL REGULATIONS, TITLE 28

35.107 Nondiscrimination on basis of disability; complaints

CODE OF FEDERAL REGULATIONS, TITLE 34

100.3 Prohibition of discrimination on basis of race, color or national origin

104.7 Designation of responsible employee for Section 504

106.8 Designation of responsible employee for Title IX

106.30 Discrimination on the basis of sex in education programs and activities; definitions

106.44 Recipient's response to sexual harassment

106.45 Grievance process for formal complaints of sexual harassment

110.25 Prohibition of discrimination based on age

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Bullying at School, 2003

CALIFORNIA OFFICE OF THE ATTORNEY GENERAL PUBLICATIONS

Promoting a Safe and Secure Learning Environment for All: Guidance and Model Policies to Assist

California's K-12 Schools in Responding to Immigration Issues, April 2018

HUMAN RIGHTS CAMPAIGN FOUNDATION PUBLICATIONS

California LGBTQ Youth Report, 2019

U.S. DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS PUBLICATIONS

Dear Colleague Letter: Harassment and Bullying, October 2010

Dear Colleague Letter: Prohibited Disability Harassment, July 2000

WEB SITES

CSBA: <http://www.csba.org>

California Association of Human Relations Organizations: <http://www.cahro.org>

California Department of Education: <http://www.cde.ca.gov>

California Office of the Attorney General: <http://oag.ca.gov>

U.S. Department of Education, Office for Civil Rights: <http://www.ed.gov/about/offices/list/ocr>

U.S. Department of Health and Human Services: <http://www.stopbullying.gov>

U.S. Department of Justice: <https://www.justice.gov>

Policy

adopted: September 17, 2012

revised: November 10, 2021

LAKESIDE UNION SCHOOL DISTRICT

Lakeside, California

LAKESIDE UNION SCHOOL DISTRICT

Governing Board Meeting Date: 11/10/21

Agenda Item:

Board Bylaw 9322: Agenda Meeting Materials

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

Adoption: Minor changes to the bylaw under Agenda Preparation.

Fiscal Impact (Cost):

N/A

Funding Source:

N/A

Recommended Action:

☐ **Informational**

☐ **Discussion**

☐ **Approval**

☒ **Adoption**

☐ **Denial**

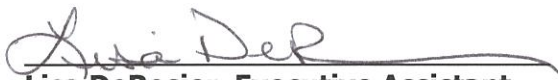
☐ **Ratification**

☐ **Review** Click here to enter text.

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

Originating Department/School: Superintendent's Office

Submitted/Recommended By:


Lisa DeRosier, Executive Assistant

Approved for Submission to the Governing Board:


Dr. Rhonda Taylor, Superintendent

Reviewed by Cabinet Member: _____

AGENDA/MEETING MATERIALS

Agenda Content

Governing Board meeting agendas shall reflect the district's vision and goals and the Board's focus on student learning.

(cf. 0000 – Vision)

(cf. 0200 – Goals for the School District)

Each agenda shall state the meeting time and place and shall briefly describe each business item to be transacted or discussed, including items to be discussed in closed session. (Government Code 54954.2)

(cf. 9320 - Meetings and Notices)

(cf. 9321- Closed Session Purposes and Agendas)

The agenda shall provide members of the public the opportunity to address the Board on any agenda item before or during the Board's consideration of the item. However, the agenda need not provide an opportunity for public comment when the agenda item has previously been considered at an open meeting of a committee comprised exclusively of Board members, provided that members of the public were afforded an opportunity to comment on the item at that meeting and that the item has not been substantially changed since the committee considered it.

The agenda for a regular Board meeting shall also provide members of the public an opportunity to provide comment on matters which are not on the agenda but which are within the subject matter jurisdiction of the Board. (Education Code 35145.5; Government Code 54954.3)

(cf. 9323 - Meeting Conduct)

Each agenda for a regular Board meeting shall list the address designated by the Superintendent or designee for public inspection of documents related to an open session item that have been distributed to the Board less than 72 hours before the meeting. (Government Code 54957.5)

The agenda shall include information regarding how, when, and to whom a request should be made if an individual requires disability-related accommodations or modifications, including auxiliary aids and services, in order to participate in the Board meeting. (Government Code 54954.2)

Agenda Preparation

The Board president and the Superintendent, as secretary to the Board, shall work together to develop the agenda for each regular and special meeting.

AGENDA/MEETING MATERIALS

(cf. 9121 - President)

(cf. 9122 - Secretary)

Any Board member or member of the public may request that a matter within the jurisdiction of the Board be placed on the agenda of a regular meeting. The request shall be in writing and be submitted to the Superintendent or designee with supporting documents and information, if any, at least nine days before the scheduled meeting date. Items submitted less than nine days before the scheduled meeting date may be postponed to a later meeting in order to allow sufficient time for consideration and research of the issue.

The Board president and Superintendent shall decide whether a request from a member of the public is within the subject matter jurisdiction of the Board. Items not within the subject matter jurisdiction of the Board may not be placed on the agenda. In addition, before placing the item on the agenda, the Board president and Superintendent shall determine if the item is merely a request for information or whether the issue is covered by an existing policy or administrative regulation before placing the item on the agenda.

The Board president and Superintendent shall also decide whether an agenda item is appropriate for discussion in open or closed session, and whether the item should be an action item subject to Board vote or an information item that does not require immediate action.

In order to promote efficient meetings, the Board may bundle a number of items and act upon them together by a single vote through the use of a consent agenda. Consent items shall be items of a routine nature and items for which Board discussion is not anticipated and for which the Superintendent recommends approval. When any Board member requests the removal of an item from the consent agenda, the item shall be removed and given individual consideration for action as a regular agenda item.

The agenda shall provide an opportunity for members of the public to comment on any consent agenda item that has not been previously considered. (Government Code 54954.3)

Any Board action that involves borrowing \$100,000 or more shall be discussed, considered, and deliberated upon as a separate item of business on the meeting agenda. (Government Code 53635.7)

(cf. 9323.2 - Actions by the Board)

All public communications with the Board are subject to requirements of relevant Board policies and administrative regulations.

(cf. 1312.1 - Complaints Concerning District Employees)

(cf. 1312.2 - Complaints Concerning Instructional Materials)

(cf. 1312.3 - Uniform Complaint Procedures)

(cf. 1312.4 - Williams Uniform Complaint Procedures)

(cf. 3320 - Claims and Actions Against the District)

(cf. 5144.1 - Suspension and Expulsion/Due Process)

AGENDA/MEETING MATERIALS

Agenda Dissemination to Board Members

At least 72 hours before each regular meeting, each Board member shall be provided a copy of the agenda and agenda packet.

When special meetings are called, Board members shall receive, at least 24 hours prior to the meeting, notice of the business to be transacted. (Government Code 54956).

Board members shall review agenda materials before each meeting. Individual members may confer directly with the Superintendent or designee to request additional information on agenda items. However, a majority of Board members shall not, outside of a noticed meeting, directly or through intermediaries or electronic means discuss, deliberate, or take action on any matter within the subject matter jurisdiction of the Board.

(cf. 9012 – Board Member Electronic Communications)

Agenda Dissemination to Members of the Public

Any agenda and related materials distributed to the Board shall be made available to the public upon request without delay. Only those documents which are disclosable public records under the Public Records Act and which relate to an agenda item scheduled for the open session portion of a regular meeting shall be made available to the public. (Government Code 54957.5)

In addition, the Superintendent or designee shall post the agenda on the homepage of the district website. The posted agenda shall be accessible through a prominent direct link to the current agenda or to the district's agenda management platform in accordance with Government Code 54954.2.

(cf. 1113 - District and School Web Sites)

(cf. 1340 - Access to District Records)

If a document which relates to an open session agenda item of a regular Board meeting is distributed to the Board less than 72 hours prior to a meeting, the Superintendent or designee shall make the document available for public inspection at a designated location at the same time the document is distributed to all or a majority of the Board. (Government Code 54957.5)

The Superintendent or designee shall mail a copy of the agenda or a copy of all the documents constituting the agenda packet to any person who requests the items. The materials shall be mailed at the time the agenda is posted or upon distribution of the agenda to a majority of the Board, whichever occurs first. (Government Code 54954.1)

Any request for mailed copies of agendas or agenda packets shall be in writing and shall be valid for the calendar year in which it is filed. Written requests must be renewed following January 1 of each year. (Government Code 54954.1)

AGENDA/MEETING MATERIALS

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

ATTORNEY GENERAL PUBLICATIONS

The Brown Act: Open Meetings for Legislative Bodies, rev. 2003

CALIFORNIA CITY ATTORNEY PUBLICATIONS

WEB SITES

CSBA, Agenda Online: <http://www.csba.org>

California Attorney General's Office: <http://www.oag.ca.gov>

Bylaw
adopted: September 17, 2012
revised: November 10, 2021

LAKESIDE UNION SCHOOL DISTRICT
Lakeside, California

LAKE SIDE UNION SCHOOL DISTRICT

Governing Board Meeting Date: 11/10/21

Agenda Item:

Board Policy and Administrative Regulation 4030: Nondiscrimination in Employment

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

First Reading: Regulation updated to reflect **NEW FEDERAL REGULATIONS (85 Fed. Reg. 30026)** which require that allegations of sexual harassment that meet the federal definition be investigated through Title IX complaint procedures, as described in AR 4119.12/4219.12/4319.12 - Title IX Sexual Harassment Complaint Procedures, rather than the complaint procedures detailed in this regulation.

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:



Lisa DeRosier, Executive Assistant

Approved for Submission to the Governing Board:



Dr. Rhonda Taylor, Superintendent

Reviewed by Cabinet Member: _____

NONDISCRIMINATION IN EMPLOYMENT

The Governing Board is determined to provide ~~district employees and job applicants~~ a safe, positive environment where **they all district employees** are assured of full and equal access and opportunities **protection from harassment and intimidation, and freedom from any fear of reprisal or retribution for asserting their employment rights** in accordance with law. **For purposes of this policy. Employees include applicants, interns, volunteers, and persons who contracted with the district to provide services, as applicable.**

(cf. 1240 – Volunteer Assistance)

(cf. 3312 – Contracts)

(cf. 3600 – Consultants)

(cf. 4111/4211/4311 – Recruitment and Selection)

~~The Board prohibits any~~ **No district employee shall be from harassing or discriminating against or harassed by any coworker, supervisor, manager, or other person with whom the employee comes in contact in the course of employment, any other district employee or job applicant** on the basis of the person's actual or perceived race, ~~religion, color, ancestry,~~ national origin, ~~ancestry,~~ age, **religious creed**, marital status, pregnancy, physical or mental disability, medical condition, genetic information, **military and veteran status, sex, sexual orientation,** gender, gender identity, gender expression, ~~sex, or sexual orientation or association with a person or group with one or more of these actual or perceived characteristics.~~

(cf. 0410 - Nondiscrimination in District Programs and Activities)

(cf. 4119.11/4219.11/4319.11 – Sexual Harassment)

The district shall not inquire into any employee's immigration status nor discriminate against an employee on the basis of immigration status, unless there is clear and convincing evidence that it is necessary to comply with federal immigration law. (2 CCR 11028)

~~The Board also prohibits discrimination against any employee or job applicant in compensation, terms, conditions, and other privileges of employment and the taking of any adverse employment actions, including, but not limited to, termination or the denial of employment, promotion, job assignment, or training, against an employee or job applicant based on any of the categories listed above.~~

(cf. 4032 – Reasonable Accommodation)

(cf. 4154/4254/4354 – Health and Welfare Benefits)

~~Prohibited discrimination on the basis of religious creed includes discrimination based on an employee's or job applicant's religious belief or observance, including his/her religious dress or grooming practices. In accordance with Government Code 12940, prohibited discrimination on the basis of religious creed also includes the district's failure or refusal to use reasonable means to accommodate an employee's or job applicant's religious belief, observance, or practice which conflicts with an employment requirement. However, the district shall not~~

NONDISCRIMINATION IN EMPLOYMENT (continued)

~~accommodate an employee's religious dress practice or religious grooming practice if it requires segregation of the individual from other employees or the public or if it would result in a violation of this policy or any law prohibiting discrimination.~~

~~Prohibited sex discrimination includes discrimination based on an employee's or job applicant's pregnancy, childbirth, breastfeeding, or any related medical condition.~~

~~(cf. 4033 – Lactation Accommodation)~~

~~Harassment consists of unwelcome verbal, physical, or visual conduct that is based on any of the prohibited categories of discrimination listed above and that is so severe or pervasive that it adversely affects an individual's employment opportunities, has the purpose or effect of unreasonably interfering with the individual's work performance, or creates an intimidating, hostile, or offensive work environment.~~

~~(cf. 4119.41/4219.41/4319.41 – Employees with Infectious Disease)~~

~~(cf. 5145.7 – Sexual Harassment)~~

Discrimination in employment based on the characteristics listed above is prohibited in all areas of employment and in all employment-related practices, including the following:

1) Discrimination in hiring, compensation, terms, conditions, and other privileges of employment

~~(cf. 4151/4251/4351 – Employee Compensation)~~

~~(cf. 4154/4254/4354 – Health and Welfare Benefits)~~

2) Taking of an adverse employment actions, such as termination or the denial of employment, promotion, job assignment, or training

3) Unwelcome conduct, whether verbal, physical, or visual, that is so severe or pervasive as to adversely affect an employee's employment opportunities, or that has the purpose or effect of unreasonably interfering with the individual's work performance or creating an intimidating, hostile, or offensive work environment

4) Actions and practices identified as unlawful or discriminatory pursuant to Government Code 12940 or 2 CCR 11006-11086, such as:

- a. Sex discrimination based on an employee's pregnancy, childbirth, breastfeeding, or any related medical condition or on an employee's gender, gender expression, or gender identity, including transgender status**

~~(cf. 4033 – Lactation Accommodations)~~

~~(cf. 4119.11/4219.11/4319.11 – Sexual Harassment)~~

NONDISCRIMINATION IN EMPLOYMENT (continued)

- b. Religious creed discrimination based on an employee's religious belief or observance, include religious dress or grooming practices, or based on the district's failure or refusal to use reasonable means to accommodate an employee's religious belief, observance, or practice which conflicts with an employment requirement**

5) (cf. 4119.41/4219.41/4319.41 – Employees with Infectious Disease)

The Board also prohibits retaliation against any district employee or job applicant who opposes any discriminatory employment practice by the district or its employee, agent, or representative or who complains, testifies, assists, or in any way participates in the district's complaint procedures instituted pursuant to this policy. No employee or job applicant who requests an accommodation for any protected characteristic listed in this policy shall be subjected to any punishment or sanction, regardless of whether the request was granted. (Government Code 12940)

Complaints concerning employment discrimination, harassment, or retaliation shall immediately be investigated in accordance with procedures specified in the accompanying administrative regulation.

Any supervisory or management employee who observes or has knowledge of an incident of prohibited discrimination or harassment shall report the incident to the Superintendent or designated district coordinator as soon as practical after the incident. All other employees are encouraged to report such incidents to their supervisor immediately. The district shall protect any employee who does report such incidents from retaliation.

The Superintendent or designee shall use all appropriate means to reinforce the district's nondiscrimination policy. He/she shall provide training and information to employees about how to recognize harassment and discrimination, how to respond appropriately, and components of the district's policies and regulations regarding discrimination. The Superintendent or designee shall regularly review the district's employment practices and, as necessary, shall take action to ensure district compliance with the nondiscrimination laws.

Any district employee who engages in prohibited discrimination, harassment, or retaliation or who aids, abets, incites, compels, or coerces another to engage or attempt to engage in such behavior in violation of this policy shall be subject to disciplinary action, up to and including dismissal.

(cf. 4118 - Suspension/Disciplinary Action)

(cf. 4218 - Dismissal/Suspension/Disciplinary Action)

Legal Reference: (see next page)

NONDISCRIMINATION IN EMPLOYMENT (continued)

Legal Reference:

EDUCATION CODE

200-262.4 Prohibition of discrimination

CIVIL CODE

51.7 Freedom from violence or intimidation

GOVERNMENT CODE

11135 Unlawful discrimination

12900-12996 Fair Employment and Housing Act

PENAL CODE

422.56 Definitions, hate crimes

CODE OF REGULATIONS, TITLE 2

7287.6 Terms, conditions and privileges of employment

CODE OF REGULATIONS, TITLE 5

4900-4965 Nondiscrimination in elementary and secondary education programs

UNITED STATES CODE, TITLE 20

1681-1688 Title IX of the Education Amendments of 1972

UNITED STATES CODE, TITLE 29

621-634 Age Discrimination in Employment Act

794 Section 504 of the Rehabilitation Act of 1973

UNITED STATES CODE, TITLE 42

2000d-2000d-7 Title VI, Civil Rights Act of 1964, as amended

2000e-2000e-17 Title VII, Civil Rights Act of 1964, as amended

2000ff-2000ff-11 Genetic Information Nondiscrimination Act of 2008

2000h-2-2000h-6 Title IX of the Civil Rights Act of 1964

6101-6107 Age discrimination in federally assisted programs

12101-12213 Americans with Disabilities Act

CODE OF FEDERAL REGULATIONS, TITLE 28

35.101-35.190 Americans with Disabilities Act

CODE OF FEDERAL REGULATIONS, TITLE 34

100.6 Compliance information

104.7 Designation of responsible employee for Section 504

104.8 Notice

106.8 Designation of responsible employee and adoption of grievance procedures

106.9 Dissemination of policy

110.1-110.39 Nondiscrimination on the basis of age

COURT DECISIONS

Thompson v. North American Stainless LP, (2011) 131 S.Ct. 863

Shephard v. Loyola Marymount, (2002) 102 Cal.App.4th 837

Management Resources: (see next page)

NONDISCRIMINATION IN EMPLOYMENT (continued)

Management Resources:

EQUAL EMPLOYMENT OPPORTUNITY COMMISSION PUBLICATIONS

Questions and Answers: Religious Discrimination in the Workplace, 2008

Enforcement Guidance: Reasonable Accommodation and Undue Hardship under the Americans with Disabilities Act, October 2002

Enforcement Guidance: Vicarious Employer Liability for Unlawful Harassment by Supervisors, June 1999

U.S. DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS PUBLICATIONS

Notice of Non-Discrimination, August 2010

WEB SITES

California Department of Fair Employment and Housing: <http://www.dfeh.ca.gov>

U.S. Department of Education, Office for Civil Rights: <http://www.ed.gov/about/offices/list/ocr>

U.S. Equal Employment Opportunity Commission: <http://www.eeoc.gov>

Policy
adopted: September 17, 2012
revised: May 19, 2016

LAKESIDE UNION SCHOOL DISTRICT
Lakeside, California

NONDISCRIMINATION IN EMPLOYMENT

The district designates the position identified below as its coordinator for nondiscrimination in employment (coordinator) to coordinate the district's efforts to comply with state and federal nondiscrimination laws and to answer inquiries regarding the district's nondiscrimination policies. The coordinator may be contacted at:

DIRECTOR, HUMAN RESOURCES

(position title)

12335 WOODSIDE AVENUE, LAKESIDE CA 92040

(address)

(619) 390-2618

(telephone number)

Measures to Prevent Discrimination

To prevent unlawful discrimination, harassment, and retaliation against district employees, volunteers, interns, and job applicants, the Superintendent or designee shall implement the following measures:

1. Publicize the district's nondiscrimination policy and regulation, including the complaint procedures and the coordinator's contact information, to employees, volunteers, interns, job applicants, and the general public by: (5 CCR 4960; 34 CFR 100.6, 106.9)
 - a. Including them in each announcement, bulletin, or application form that is used in employee recruitment
 - b. Posting them in all district schools and offices, including staff lounges and other prominent locations
 - c. Posting them on the district's web site and providing easy access to them through district-supported social media, when available
2. Provide to employees a handbook that contains information that clearly describes the district's nondiscrimination policy, procedures for filing a complaint, and resources available to anyone who feels that he/she has been the victim of any discriminatory or harassing behavior

(cf. 1113 - District and School Web Sites)

(cf. 1114 - District-Sponsored Social Media)

(cf. 4112.9/4212.9/4312.9 - Employee Notifications)

NONDISCRIMINATION IN EMPLOYMENT (continued)

3. ~~Provide training to employees, volunteers, and interns regarding the district's nondiscrimination policy, including what constitutes unlawful discrimination, harassment, and retaliation and how and to whom a report of an incident should be made~~

~~(cf. 1240—Volunteer Assistance)~~

~~(cf. 4131—Staff Development)~~

~~(cf. 4231—Staff Development)~~

~~(cf. 4331—Staff Development)~~

4. ~~Periodically review the district's recruitment, hiring, and promotion processes and regularly monitor the terms, conditions, and privileges of employment to ensure district compliance with law~~

Complaint Procedure

Any complaint by an employee or job applicant alleging discrimination or harassment shall be addressed in accordance with the following procedures:

1. ~~Notice and Receipt of Complaint: A complainant who is an employee shall inform his/her supervisor. However, if the supervisor is the person against whom the employee is complaining, the employee shall inform the coordinator or the Superintendent. A job applicant shall inform the coordinator or the Superintendent or designee.~~

~~— The complainant may file a written complaint in accordance with this procedure, or if he/she is an employee, may first attempt to resolve the situation informally with his/her supervisor.~~

~~— A supervisor or manager who has received information about an incident of discrimination or harassment, or has observed such an incident, shall report it to the coordinator, whether or not the complainant files a written complaint.~~

~~— The written complaint should contain the complainant's name, the name of the individual who allegedly committed the act, a description of the incident, the date and location where the incident occurred, any witnesses who may have relevant information, other evidence of the discrimination or harassment, and any other pertinent information which may assist in investigating and resolving the complaint.~~

~~(cf. 0410—Nondiscrimination in District Programs and Activities)~~

~~(cf. 4032—Reasonable Accommodation)~~

~~(cf. 4119.11/4219.11/4319.11—Sexual Harassment)~~

NONDISCRIMINATION IN EMPLOYMENT (continued)

2. ~~Investigation Process: The coordinator shall initiate an impartial investigation of an allegation of discrimination or harassment within five business days of receiving notice of the behavior, regardless of whether a written complaint has been filed or whether the written complaint is complete.~~

~~The coordinator shall meet with the complainant to describe the district's complaint procedure and discuss the actions being sought by the complainant in response to the allegation. The coordinator shall inform the complainant that the allegations will be kept confidential to the extent possible, but that some information may be revealed as necessary to conduct an effective investigation.~~

~~(cf. 3580—District Records)~~

~~(cf. 4112.6/4212.6/4312.6—Personnel Files)~~

~~(cf. 4119.23/4219.23/4319.23—Unauthorized Release of Confidential/Privileged Information)~~

~~If the coordinator determines that a detailed fact-finding investigation is necessary, he/she shall begin the investigation immediately. As part of this investigation, the coordinator should interview the complainant, the person accused, and other persons who could be expected to have relevant information.~~

~~When necessary to carry out his/her investigation or to protect employee safety, the coordinator may discuss the complaint with the Superintendent or designee, district legal counsel, or the district's risk manager.~~

~~The coordinator also shall determine whether interim measures, such as scheduling changes, transfers, or leaves, need to be taken before the investigation is completed to ensure that further incidents do not occur. The coordinator shall ensure that such interim measures do not constitute retaliation.~~

3. ~~Written Report on Findings and Corrective Action: No more than 20 business days after receiving the complaint, the coordinator shall conclude the investigation and prepare a written report of his/her findings. This timeline may be extended for good cause. If an extension is needed, the coordinator shall notify the complainant and explain the reasons for the extension.~~

~~The report shall include the decision and the reasons for the decision and shall summarize the steps taken during the investigation. If a determination has been made that discrimination or harassment occurred, the report also shall include any corrective action(s) that have been or will be taken to address the behavior, correct the effect on the complainant, and ensure that retaliation or further discrimination or harassment does not occur.~~

NONDISCRIMINATION IN EMPLOYMENT (continued)

~~— The report shall be presented to the complainant, the person accused, and the Superintendent or designee.~~

4. ~~Appeal to the Governing Board: The complainant or the person accused may appeal any findings to the Board within 10 business days of receiving the written report of the coordinator's findings. The Superintendent or designee shall provide the Board with all information presented during the investigation. Upon receiving an appeal, the Board shall schedule a hearing as soon as practicable. Any complaint against a district employee shall be addressed in closed session in accordance with law. The Board shall render its decision within 10 business days.~~

(cf. 1312.1 - Complaints Concerning District Employees)

(cf. 9321 - Closed Session Purposes and Agendas)

Other Remedies

~~In addition to filing a discrimination or harassment complaint with the district, a person may file a complaint with either the California Department of Fair Employment and Housing (DFEH) or the Equal Employment Opportunity Commission (EEOC). The time limits for filing such complaints are as follows:~~

1. ~~To file a valid complaint with DFEH, within one year of the alleged discriminatory act(s), unless an exception exists pursuant to Government Code 12960~~
2. ~~To file a valid complaint directly with EEOC, within 180 days of the alleged discriminatory act(s) (42 USC 2000e-5)~~
3. ~~To file a valid complaint with EEOC after first filing a complaint with DFEH, within 300 days of the alleged discriminatory act(s) or within 30 days after the termination of proceedings by DFEH, whichever is earlier (42 USC 2000e-5)~~

LAKESIDE UNION SCHOOL DISTRICT

Governing Board Meeting Date: 11/10/21

Agenda Item:

Board Policy and Administrative Regulation 4119.22/4219.22/4319.22: Dress and Grooming

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

First Reading: Changes to both the policy and the regulation.

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:



Lisa DeRosier, Executive Assistant

Approved for Submission to the Governing Board:



Dr. Rhonda Taylor, Superintendent

Reviewed by Cabinet Member: _____

All Personnel

BP 4119.22

4219.22

DRESS AND GROOMING

4319.22

The Governing Board believes that appropriate dress and grooming by district employees contribute to a productive learning environment and model positive behavior. During school hours and at school activities, employees shall maintain professional standards of dress and grooming that demonstrate their high regard for education, present an image consistent with their job responsibilities and assignment, and not endanger the health or safety of employees or students. All employees shall be held to the same standards unless their assignment provides for modified dress as approved by their supervisor.

(cf. 0415 – Equity)

(cf. 4118 – Dismissal/Suspension/Disciplinary Action)

(cf. 4119.21/4219.21/4319.21 – Professional Standards)

(cf. 4119.25/4219.25/4319.25 – Political Activities of Employees)

(cf. 4218 – Dismissal/Suspension/Disciplinary Action)

(cf. 5132 – Dress and Grooming)

The district shall allow employees to appear and dress in a manner consistent with their gender identity or gender expression. (Government Code 12949)

(cf. 0410 – Nondiscrimination in District Programs and Activities)

(cf. 4030 – Nondiscrimination in Employment)

(cf. 4119.11/4219.11/4319.11 – Sexual Harassment)

The district shall not discriminate against employees based on hair texture and protective hairstyles, including, but not limited to, braids, locks, and twists. (Government Code 12926)

The district shall not dismiss an employee, discriminate against an employee in compensation or in terms, conditions, or privileges of employment, or refuse to hire a job applicant on the basis of religious dress or grooming practices. (Government Code 12926, 12940)

This policy shall be presented to employees upon employment, through the employee handbook or other appropriate means, and may be periodically reviewed with all employees as necessary.

Legal Reference:

EDUCATION CODE

35160 Authority of governing boards

35160.1 Broad authority of school districts

GOVERNMENT CODE

3543.2 Scope of representation

12926 Definitions

12940 Unfair employment practices

12949 Dress standards, consistency with gender identity

BP 4119.22(b)
4219.22
4319.22

DRESS AND GROOMING (continued)

Legal Reference Continued:

COURT DECISIONS

San Mateo City School District v. PERB (1983) 33 Cal. 3d 850

Domico v. Rapides Parish School Board (5th Cir. 1982) 675 F.2d 100

East Hartford Education Assn. v. Board of Education (2d Cir. 1977) 562 F. 2d 856

Finot v. Pasadena Board of Education (1967) 250 Cal.App.2d 189

PUBLIC EMPLOYMENT RELATIONS BOARD DECISIONS

Santa Ana Unified School District (1998) 22 PERC P29, 136

Inglewood Unified School District (1985) 10 PERC P17, 000

Management Resources:

CALIFORNIA DEPARTMENT OF FAIR EMPLOYMENT AND HOUSING PUBLICATIONS

Transgender Rights in the Workplace

WEB SITES

California Department of Fair Employment and Housing: <https://www.dfeh.ca.gov>

Public Employment Relations Board: <http://www.perb.ca.gov>

Policy
adopted: September 17, 2012
revised:

LAKESIDE UNION SCHOOL DISTRICT
Lakeside, California

LAKE SIDE UNION SCHOOL DISTRICT

Governing Board Meeting Date: 11/10/21

Agenda Item:

Board Policy and Administrative Regulation 4119.25/4219.25/4319.25: Political Activities of Employees

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

Adoption: Policy updated to recognize the importance of employee political activity, voting, and civic engagement, and reflect Pickering v. Board of Education Township High School District regarding the prohibition against dismissing or demoting an employee due to engagement in constitutionally protected political activity.

Regulation updated to reflect law which makes it a misdemeanor to use any reproduction of the district's seal in any campaign literature or mass mailing with the intent to deceive voters, the prohibition against posting or distributing political campaign materials in classrooms or through distance learning platforms, and the court's decision in San Leandro Teachers Association v. Governing Board of San Leandro Unified School District regarding the district's ability to refuse to permit the use of school mailboxes for union communications involving candidate endorsements. Regulation also updated to delete material regarding employee organization communications which do not constitute political activity, now addressed in 4140/4240/4340 - Bargaining Units, and to delete material regarding employee activities during a concerted action or work stoppage.

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:



Lisa DeRosier, Executive Assistant

Approved for Submission to the Governing Board:



Dr. Rhonda Taylor, Superintendent

Reviewed by Cabinet Member: _____

All Personnel

BP 4119.25(a)

4219.25

POLITICAL ACTIVITIES OF EMPLOYEES

4319.25

The Governing Board **recognizes the importance of political activity, voting, and civic engagement, and** respects the right of ~~school district~~ employees to engage in political discussions and activities **as individuals** on their own time and at their own expense. ~~On such occasions,~~ **When engaging in such activities,** employees shall make it clear that they are acting ~~as individuals~~ **on their own behalf** and not as representatives of the district.

(cf. 1160 - Political Processes)

(cf. 6144 – Controversial Issues)

~~Like other community members,~~ **District employees, as members of the community,** employees may use school facilities for meetings, **including political activities, as permitted** under the Civic Center Act **and district policy.**

(cf. 1330 - Use of School Facilities)

Employees shall refrain from prohibited **political** activities identified in law, **Board policy,** and administrative regulations. Employees who engage in these activities shall be subject to disciplinary action and/or criminal penalties.

(cf. 1325 - Advertising and Promotion)

(cf. 4118 - Suspension/Disciplinary Action)

(cf. 4218 - Dismissal/Suspension/Disciplinary Action)

Legal Reference:

EDUCATION CODE

7050-70578 Political activities of school officers and employees

38130-38139 Civic Center Act

51520 Prohibited solicitations on school premises

ELECTIONS CODE

18304 Prohibition against use of district seal in campaign literature

GOVERNMENT CODE

3543.1 Rights of employee organizations

8314 Prohibition against use of public resources for campaign activity

82041.5 Definition of mass mailing

PENAL CODE

424 Punishment for misuse of public funds

COURT DECISIONS

Heffernan v. City of Paterson, (2016) 136 S. Ct. 1412

Diquisto v. County of Santa Clara, (2010) 181 Cal. App. 4th 236

San Leandro Teachers Association v. Governing Board of the San Leandro Unified School District, (2010) 46 Cal. 4th 822

Downs v. Los Angeles Unified School District, (9th Cir. 2000) 228 F.3d 1003

California Teachers Association v. Governing Board of San Diego Unified School District, (1996) 45 Cal.App. 4th 1383

L.A. Teachers Union v. L.A. City Board of Education, (1969) 71 Cal.2d 551

Pickering v. Board of Education Township High School District, (1968) 88 S. Ct. 1731

ATTORNEY GENERAL OPINIONS

84 Ops.Cal.Atty.Gen. 106 (2001)

84 Ops.Cal.Atty.Gen. 52 (2001)

77 Ops.Cal.Atty.Gen. 56 (1994)

POLITICAL ACTIVITIES OF EMPLOYEES

BP 4119.25(b)
4219.25
4319.25

PERB PUBLIC EMPLOYMENT RELATIONS BOARD RULINGS

City of Sacramento, (2019) PERB Dec. No. 2702m

Conejo Valley Unified School District, (2009) PERB Dec. No. 2054

East Whittier School District, (2004) PERB Dec. No. 1727

Turlock Joint Elementary School District, (2004) PERB Dec. No. 1490a

California Federation of Teachers, Local 1931 v. San Diego Community College District, (2001) PERB Order-Dec. No. 1467 (26-PERC 33014)

Management Resources:

CSBA PUBLICATIONS

Political Activities of School Districts: Legal Issues, 1998, revised 2001

WEB SITES

CSBA: <http://www.csba.org>

California Office of the Attorney General, Dept. of Justice: <http://oag.ca.gov> eaag.state.ca.us/

Public Employment Relations Board: <http://www.perb.ca.gov>

Policy
adopted: September 17, 2012
revised:

LAKESIDE UNION SCHOOL DISTRICT
Lakeside, California

POLITICAL ACTIVITIES OF EMPLOYEES

No employee shall be prohibited from soliciting or receiving political funds or contributions to promote the support or defeat of a ballot measure ~~for political purposes~~ during nonworking time, including before and after school, the lunch period, or other scheduled work intermittency during the school day. (Education Code 7056)

District employees shall not:

1. Use district funds, services, supplies, ~~or~~ equipment, **work hours, or other public resources** to urge the **support** passage or defeat of any ballot measure or candidate, including any candidate for election to the Governing Board (Education Code 7054, **7056; Government Code 8314**)
2. Use the district's seal in any campaign literature or mass mailing with the intent to deceive voters, including, but not limited to, the use of a reproduction or facsimile of the seal in a manner that creates a misleading, erroneous, or false impression that the document is authorized by the Board, a Board member, or the district (Elections Code 18304)

(cf. 1160 - Political Processes)

- ~~2~~ 3. During working hours ~~and on district property~~, solicit or receive any political funds or contributions to promote the passage or defeat of a ballot measure that would affect the rate of pay, hours of work, retirement, civil service or other working conditions (Education Code 7056)
- ~~3~~ 4. During working hours ~~and on district property~~, solicit or receive any political funds or contributions to promote the passage or defeat of other types of ballot measures
- ~~4. Use district time to urge the passage or defeat of any ballot measure or candidate~~
5. Use district equipment for the preparation or reproduction of political campaign materials, ~~even if the district is reimbursed~~

(cf. 3512 - Equipment)

6. Post or distribute political campaign materials **in classrooms, through distance learning platforms, or** on district property
7. Disseminate political campaign materials through the district's mail service, e-mail or staff mailboxes

(cf. 4040 - Employee Use of Technology)

8. Use students to write, address or distribute political campaign materials
9. Present viewpoints on particular candidates or ballot measures in the classroom without giving equal time to the presentation of **all perspectives** ~~opposing views~~

POLITICAL ACTIVITIES OF EMPLOYEES (continued)

(cf. 6144 - Controversial Issues)

10. Wear buttons, **hats** or **other** articles of clothing that express political opinions on ballot measures or candidates during instructional time

~~However, teachers shall not be prohibited from wearing political buttons during noninstructional time, such as Back to School Night.~~

~~Nothing in Board policy or administrative regulation shall be construed to prevent employees from soliciting or receiving funds or contributions for political purposes during nonworking time, including before and after school, the lunch period or other scheduled work intermittency during the school day. (Education Code 7056)~~

Political Activities of Employee Organizations

~~Employee organizations may use district mailboxes and other means to communicate with employees, subject to reasonable regulation. Employee organizations may have access at reasonable times to areas in which employees work; may use institutional bulletin boards, mailboxes, and other means of communication and may use district facilities at reasonable times for the purpose of meetings. (Government Code 3543.1)~~

~~However, Employee organizations shall not use district funds, services, supplies, or equipment, such as **staff mailboxes** or the district mail system, to urge the **passage support** or defeat of any ballot measure or candidate, including any candidate for election to the Board. (Education Code 7054)~~

(cf. 4140/4240/4340 - Bargaining Units)

No employee organization or its officers, agents, or representatives shall be prohibited from soliciting or receiving political funds or contributions to promote the passage or defeat of a ballot measure during nonworking time, including before and after school, the lunch period, or other scheduled work intermittency during the school day. (Education Code 7056)

~~Access to district communication channels shall be limited in cases where such access would be disruptive to district operations.~~

~~In the event of a concerted action or work stoppage, political activities by employee organizations and individual employees shall be restricted to peaceful informational picketing and other activities allowed by law.~~

(cf. 4141.6/4241.6 - Concerted Action/Work Stoppage)

AR 4119.25(c)
4219.25
4319.25

POLITICAL ACTIVITIES OF EMPLOYEES (continued)

Regulation
approved: September 17, 2012
revised:

LAKESIDE UNION SCHOOL DISTRICT
Lakeside, California

LAKESIDE UNION SCHOOL DISTRICT

Governing Board Meeting Date: 11/10/21

Agenda Item:

Board Policy and Administrative Regulation 6154: Homework/Makeup Work

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

Adoption: Policy updated to reflect **NEW LAW (AB 982)** which requires that, when a parent/guardian of a student who has been suspended for two or more days requests homework that the student would have otherwise been assigned, teachers must provide such homework.

Regulation deleted.

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"/> Review Click here to enter text. |
| <input type="checkbox"/> Adoption | <input type="checkbox"/> Explanation: Click here to enter text. |
-

Originating Department/School: Superintendent's Office

Submitted/Recommended By:


Lisa DeRosier, Executive Assistant

Approved for Submission to the Governing Board:


Dr. Rhonda Taylor, Superintendent

Reviewed by Cabinet Member: _____

HOMEWORK/MAKEUP WORK

The Governing Board recognizes that meaningful homework can be a valuable extension of student learning time and assist students in developing good study habits. Homework shall be assigned when necessary to support classroom lessons, enable students to complete unfinished assignments, or review and apply academic content for better understanding.

(cf. 6011—Academic Standards)

The Superintendent or designee shall collaborate with school administrators and teachers to develop and regularly review guidelines for the assignment of homework, and responsibilities of staff, students and parents/guardians.

Homework assignments shall be reasonable **in** length and appropriate to the grade level and course. The Board expects that the number, frequency, and degree of difficulty of homework assignments will increase with the grade level and the maturity of students. Teachers shall assign homework only as necessary to fulfill academic goals and reinforce current instruction.

(cf. 6011 Academic Standards)

As needed, teachers may receive training in designing relevant homework assignments that reinforce classroom learning objectives.

(cf. 4131 – Staff Development)

Although on-time completion of homework is important to maintain academic progress, the Board recognizes that students learn at different rates. Students shall receive credit for work that is completed late in order to encourage continued learning.

Age-appropriate instruction may be given to help students allocate their time wisely, meet their deadlines, **learn to work independently**, and develop good personal **study** habits.

At the beginning of the school year, teachers shall communicate homework expectations to students and their parents/guardians. Homework guidelines ~~also~~ shall **also** be included in student and/or parent/**guardian** handbooks. These communications shall include the manner in which homework relates to achievement of academic standards and course content, the impact of homework assignments on students' grades, ~~and~~ **any** school resources and programs that are available to provide homework support, and ways in which parents/guardians may appropriately assist their children.

Although it is the student's responsibility to undertake assignments independently, parents/guardians may serve as a resource and are encouraged to ensure that their child's homework assignments are completed. When a student repeatedly fails to complete ~~his/her~~ homework, the teacher shall notify the student's parents/guardians as soon as possible so that corrective action can be taken prior to the release of any final grades or report cards.

HOMEWORK/MAKEUP WORK

(cf. 5020 Parent Rights and Responsibilities)
(cf. 6020 – Parent Involvement)

To further support student's homework efforts, the Superintendent or designee may establish and maintain ~~telephone help lines~~ **electronic forums**, provide access to school library media centers and technological resources, and/or provide before-school and after school programs where students can receive homework assistance from teachers, volunteers, and/or student tutors. The Board encourages the Superintendent or designee to design class and transportation schedules that will enable students to make use of homework support services.

(cf. 1240 – Volunteer Assistance)
(cf. 1700 – Relations between Private Industry and the Schools)
(cf. 3541 – Transportation Routes and Services)
(cf. 5148 – Child Care and Development)
(cf. 5148.2 – Before and After School Programs)
(cf. 6112 – School Day)
(cf. 6142.4 – Service Learning/Community Service Classes)
(cf. 6163.1 – Library Media Centers)

Teachers shall review all completed homework to assess the student's understanding of academic content and shall provide timely feedback to the student.

Makeup Work

Students who ~~miss~~ **are absent from school work** shall be given the opportunity to complete all assignments and tests that can be reasonably provided. As determined by the teacher, the assignments and tests shall be ~~reasonably~~ equivalent to, but not necessarily identical to, the assignments and tests missed during the absence. Students shall receive full credit for work satisfactorily completed within a reasonable period of time.

(cf. 5113 - Absences and Excuses)

The Superintendent or designee shall notify parents/guardians that no student may have ~~his/her~~ a grade reduced or lose academic credit for any excused absence when missed assignments and tests are satisfactorily completed within a reasonable period of time. Such notification shall include the full text of Education Code 48205. (Education Code 48980)

(cf. 5121 – Grades/Evaluation of Student Achievement)
(cf. 5145.6 – Parental Notification)

Suspended Students

When a parent/guardian of a student who has been suspended for two or more school days requests homework that the student would otherwise have been assigned, the student's teacher shall provide such homework. If a homework assignment is requested and is turned in to the teacher by the student either upon the student's return from suspension or within the timeframe originally prescribed by the teacher, whichever is later, and is not graded before the end of the academic term, the homework assignment

HOMEWORK/MAKEUP WORK (continued)

**shall not be included in the calculation of the student's overall grade in the class.
(Education Code 48913.5)**

The teacher of any class from which a student is suspended may require the student to complete any assignments and tests missed during the suspension. (Education Code 48913)

(cf. 5144.1 – Suspension and Expulsion/Due Process)

Legal Reference:

EDUCATION CODE

8420-8428 21st Century High School After School Safety and Enrichment for Teens

8482-8484.65 After School Education and Safety Program

8484.7-8484.9 21st Century Community Learning Centers

48205 Absences for personal reasons

48913 Completion of work missed by suspended student

48913.5 – Homework assignments for suspended students

48980 Parental notifications

UNITED STATES CODE, TITLE 20

7171-7176 21st Century Community Learning Centers

Management Resources:

Research-Supported Strategies to Improve the Accuracy and Fairness of Grades, Governing Brief,
July 2016

WEB SITES

CSBA: <http://www.csba.org>

California State PTA: <http://www.capta.org>

HOMEWORK/MAKEUP WORK**School-Site Homework Plan**

~~The principal and staff at each school shall develop and regularly review a school site homework plan which includes guidelines for the assignment of homework and describes the responsibilities of students, staff and parents/guardians. The plan shall identify all of the following:~~

- ~~1. Assignments which include the following amount of time:

Kindergarten	0 to 1 hour per week
Primary Grades	1 to 2 hours per week
Intermediate Grades	2 to 4 hours per week
Middle School Grades	2 to 6 hours per week
- ~~2. For each grade level, the extent to which homework assignments shall systematically involve participation by parents/guardians~~
- ~~3. The means by which parents/guardians shall be informed about:
 - ~~a. Homework expectations~~
 - ~~b. How homework relates to the student's grades~~
 - ~~c. How best to help their children~~~~
- ~~4. Techniques that will be taught to help students allocate their time wisely, meet their deadlines and develop good personal study habits~~
- ~~5. The access that students shall have to obtain:
 - ~~a. Resource materials from the library media center~~
 - ~~b. Assistance and/or tutoring through telephone help lines and/or after school centers~~~~
- ~~6. The means by which teachers shall coordinate assignments so that students do not receive an overload of homework one day and very little the next~~
- ~~7. For each grade level, the extent to which homework assignments shall emphasize independent research, reports, special reading and problem solving activities~~

HOMEWORK/MAKEUP WORK (continued)

Teacher's Responsibility

1. ~~_____ To give assignments of a nature that most students can do without parental assistance (unless parental involvement is a special intention of the assignment).~~
2. ~~_____ To assign work only after careful consideration of the student/class needs, maturity, and ability.~~
3. ~~_____ To adequately prepare and properly motivate the student/class prior to assignment of the work.~~
4. ~~_____ To check homework for accuracy and completion.~~
5. ~~_____ To report progress to both child and parents/guardians.~~
6. ~~_____ To coordinate homework assignments with other staff members, when appropriate.~~

Student's Responsibility

1. ~~_____ To know and understand homework.~~
2. ~~_____ To bring necessary books and materials home.~~
3. ~~_____ To do work neatly and legibly.~~
4. ~~_____ To show completed assignments to parents/guardians.~~
5. ~~_____ To return assignments when due.~~
6. ~~_____ To discuss difficult assignments or excessive homework time with teacher.~~

Parent/Guardian's Responsibility

1. ~~_____ To help students plan their time so that their schedule allows sufficient study time on a regularly scheduled basis.~~
2. ~~_____ To provide a quiet, well lighted place to work.~~
3. ~~_____ To encourage the child, be understanding, and, in a positive way, insist that the work be done.~~
4. ~~_____ To help with, but not do, student work. Help student to understand the idea or concept, memorize the fact, or gain the skill.~~

HOMEWORK/MAKEUP WORK (continued)

5. ~~———— To check to see that homework has been completed and returned when due.~~
6. ~~———— To provide out of school learning experiences.~~

Makeup Work

~~The Superintendent or designee shall notify parents/guardians that no student may have his/her grade reduced or lose academic credit for any excused absence when missed assignments and tests are satisfactorily completed within a reasonable period of time. Such notification shall include the full text of Education Code 48205. (Education Code 48980)~~

~~(cf. 5121—Grades/Evaluation of Student Achievement)~~
~~(cf. 5145.6—Parental Notifications)~~

~~The teacher of any class from which a student is suspended may require the student to complete any assignments and tests missed during the suspension. (Education Code 48913)~~

~~(cf. 5144.1—Suspension and Expulsion/Due Process)~~

LAKE SIDE UNION SCHOOL DISTRICT

Governing Board Meeting Date: 11/10/21

Agenda Item:

Board Policy and Administrative Regulation 6163.4: Student Use of Technology

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

First Reading: Policy updated to clarify circumstances under which districts may lawfully search students' personally owned devices, delete outdated prohibition against use of district technology to access social networking sites, and include material formerly in AR re: appropriate student conduct when using the Internet or other electronic communications.

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:

Approved for Submission to the Governing Board:


Lisa DeRosier, Executive Assistant


Dr. Rhonda Taylor, Superintendent

Reviewed by Cabinet Member: _____

STUDENT USE OF TECHNOLOGY

The Governing Board intends that technological resources provided by the district be used in a safe, responsible, and proper manner in support of the instructional program and for the advancement of student learning.

(cf. 0440 - District Technology Plan)

(cf. 1113 - District and School Web Sites)

(cf. 4040 - Employee Use of Technology)

(cf. 5131 - Conduct)

(cf. 6163.1 - Library Media Centers)

A. Purpose & Coverage

1. This policy defines the proper use by the students of the District of the District's electronic resources including, but not limited to, its computers, computer systems, and Internet access services.
2. This policy applies to all students of the District.
3. The Assistant Superintendent, Educational Services, for the District shall be the Superintendent's Designee for purposes of this policy.

B. Overview of Policy Regarding Student Use

1. The District provides its students electronic resources such as computers and tablets for use as educational tools. The District recognizes that these resources present tempting opportunities for users to gain access to matters which are confidential, require restricted access, or which result in an improper use of the District's resources. It is the responsibility of each student to ensure that the District's electronic resources are used for legitimate educational purposes and in a manner that does not compromise confidential, proprietary or sensitive information. Students may not use or permit others to use the District's computer systems or other electronic resources for unlawful purposes. Such conduct should be reported and will not be tolerated. Misuse of the District's computer systems or other electronic resources will result in discipline, up to and including expulsion from school.
2. The District's computer systems and other electronic resources are District assets. There are numerous ways in which the improper use of these assets could jeopardize the proper operation of the District's electronic systems and expose the District and its employees to liability in the event of a lawsuit. For example, use of the District's electronic resources or system for purposes unrelated to the District's educational curriculum compromises the remaining available memory of such systems and can slow the system's ability to process data effectively or in a timely manner. Viruses can damage the systems and stored information critical for the performance of District responsibilities.

STUDENT USE OF TECHNOLOGY

Other sites accessible via the Internet may contain material that is illegal, defamatory, inaccurate or potentially offensive to some people. Although the District does not have control of the information on the Internet, it attempts to provide prudent and available barriers on District electronic systems and resources, including devices issued to students. While the District's intent is to make Internet access available to further its educational goals and objectives, students will have the ability to access other materials as well. The District believes that the benefits to educators and students from access to the Internet, in the form of information resources and opportunities for collaboration, far exceed any disadvantages of access. *Ultimately, parents/guardians of students are responsible for setting and conveying the standards that their student should follow.* Computer and Internet access is provided to all students unless parents/guardians request in writing to the principal that access be denied. For students under the age of 13, the Children's Online Privacy Protection Act (COPPA) requires additional parental permission for educational software tools. Parents wishing to deny access to these educational tools must do so in writing to the principal indicating their child should be denied access to these tools. In addition, technology protection measures have been installed which blocks or filters access to visual depictions that are obscene, child pornography or other matter harmful to minors, and to chat rooms. These measures must be in force during any use of any District computer by minors.

3. In order to ensure that the District's electronic resources are not misused, the District may randomly inspect and/or monitor computer files, District storage devices such as flash drives and discs, District devices, Internet use, and all other information stored or recorded by students on the District's systems to assure that these public resources are not being misused. Students should not expect that information kept on District computer system, device or equipment is private, even if the information is personal. Computer data may be monitored regardless of its origin or content. By utilizing the District's electronic systems, devices and other electronic resources, a student consents to the monitoring summarized in this policy. Students are hereby placed on notice that the District is not responsible for any injury to students caused by others who may access such information. The District also makes no warranties and assumes no responsibility for the content of any advice or information received from a source outside the District, or any costs or charges incurred as a result of seeing or accepting such advice; any costs, liabilities, or damages caused by the way the student uses District network access; or any consequences of service interruptions or changes, even if those disruptions arise from circumstances under the control of the District.
4. Students use Google Suite (formerly Google Apps for Education), which provides access to resources that assist in the effective use of technology. The following services may be provided to students as part of Google Apps for Education:

STUDENT USE OF TECHNOLOGY

- Mail - an individual email account for school use managed by the District (Grades 4-8 only)
- Docs - a word processing, spreadsheet, drawing, and presentation toolset similar to MS Office
- Drive – Files cloud storage

Students in grades four through eight may be issued a District-owned *@lsusdstudent.net* email account and be instructed in appropriate, safe and effective ways to use email as a tool for communication and file sharing between teachers and peers. Such email shall only be enabled within the LUSD network. Students will not be able send or receive emails from anyone outside the District. Use of these resources is a privilege, which may be revoked at any time.

5. The District reserves the right to take any action in order to comply fully with the provisions in 20 U.S.C.A. section 6777 (Internet Safety), including but not limited to, the use of technology protection measures to block student access to websites that contain obscene, pornographic or other material harmful to minors; and the use of technology measures to prevent hacking or any unlawful activities.

C. Definitions

1. The term "personal" or "personal information" as used in this policy refers to information unrelated to the student's academic pursuits, or other information which the student may not want disclosed to others.
2. The term "computer" includes any hardware, software, or other technology attached or connected to, installed in, or otherwise used in connection with a technology device.
3. Access to the Internet shall include all District computers connected to a computer network and/or the Internet, and other personal electronic communication devices which access the District network and/or the Internet.
4. The term "child pornography" has the meaning given that term in federal and state case law and is prohibited if it is obscene or if it depicts actual children.

The term "harmful to minors" means any picture, image, graphic image file, or other visual depiction that taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex or excretion; that depicts, describes or represents, in a patently offensive way with respect to what is suitable for minors, an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts, or a lewd exhibition of the genitals; and taken as a whole, lacks serious literary, artistic, political, or scientific value as to minors.

STUDENT USE OF TECHNOLOGY

6. The term "obscene" has the meaning applicable to that term under 18 U.S.C. section 1460.
7. The term "sexual act" and "sexual contact" have the meanings given those terms in section 2246 of Title 18.

D. Prohibited Student Access

Students will not be supplied with user ID's or passwords by employees of the District. Students shall be permitted to use only District devices which are equipped with technology protection devices designed to prevent access to child pornography, obscene materials or other materials harmful to children.

E. Unacceptable Use

1. The use of the District's computer systems and other electronic resources is a privilege which may be revoked at any time. Computers, computer files, Internet services, software and other electronic resources are furnished to students for use in connection with the educational requirements of the District. All information stored or recorded on the District's computers shall be considered District property and may be retrieved and reviewed by the Information Technology Manager to ensure the District's computer resources are not being misused. Students of the District cannot expect personal information recorded or stored on the District's computer resources to remain private. The District will not tolerate misuse of its electronic resources. Conduct which shall result in student discipline shall include, but is not limited to:
 - a. Causing malfunction, damage or theft of system hardware, software or components;
 - b. Altering system software or hardware;
 - c. Placing unlawful information, computer viruses or harmful programs on or through the computer systems;
 - d. Entering into restricted information or electronic mail on systems or network files in violation of this policy;
 - e. Violating the privacy of other computer system users;
 - f. Using another person's name and/or password and login to access the network or to send or receive messages on the network or Internet;

STUDENT USE OF TECHNOLOGY

- g. Violating the federal Communications Decency Act or any other federal or state law applicable to computer and/or telecommunications systems;
- h. Using the District's computer systems or other electronic resources for personal gain, profit, gambling, or commercial purposes, or to engage in any unlawful activity;
- i. Displaying or transmitting sexually explicit images, messages or cartoons which are obscene, child pornography or material harmful to minors;
- j. Using the District's computer system to unlawfully bully other persons;
- k. Displaying or transmitting messages containing ethnic slurs, racial comments, off-color jokes or anything that may conflict with the District's policy of providing an educational environment which is sensitive to diversity and free of harassment and disrespect;
- l. Unauthorized review, duplication, dissemination, removal, damage, or alteration of files, passwords, user IDs, computer systems, or programs, or other property of the District, a business, or any governmental agency to conduct activities commonly described as "hacking."
- m. Using copyrighted data or other materials without permission from the copyright holder, including, but not limited to use of data downloaded off of the Internet and the creation or maintenance of archival copies of materials obtained through the Internet, unless such materials are in the public domain.
- n. Obtaining, downloading, viewing or otherwise gaining access to materials which may be deemed unlawful, harmful, abusive, obscene, pornographic, descriptive of destructive devices, or which are harmful matter as defined in California Penal Code section 313(a), or which are otherwise objectionable under current District policies or applicable state or federal laws.
- o. Placing programs on computer systems without the permission of the District.
- p. Unless the prior approval of the Information Technology Manager has been obtained, using the Internet or other external network connections in a way that could allow unauthorized persons to gain access to the District's systems and information. These connections include the establishment of World Wide Web home pages and File Transfer Protocol.

STUDENT USE OF TECHNOLOGY

- q. Placing District information of a confidential, sensitive or proprietary nature on the Internet.
- r. Illegally duplicating software or its related documentation.
- s. Accessing information other than that information which the student personally placed on an electronic resource, or which is publicly available, or which the student has been given authorization to access.
- t. Any activity prohibited by the No Child Left Behind Act of 2001 or state law.

F. Electronic Mail Rules

Access to the District's outsourced electronic mail service is a privilege designed to assist students in the acquisition of knowledge and in efficiently communicating with others. The electronic mail system is meant to be used for educational purposes. Electronic mail files are subject to monitoring by the Network Administrator. Use of the District's electronic resources to create or utilize chain letters, chat rooms or other Multiple User Dimensions ("MUDs") is forbidden, with the exception of those bulletin boards or electronic mail groups that may be used for specific educational-related communication. The District reserves the right to remove files from, or limit or deny access to, its electronic resources at any time.

All electronic mail correspondence is the property of the District.

Student electronic mail communications are not considered private despite use of passwords or any designation concerning privacy either by the sender or the recipient.

Electronic mail may not be used by students for personal gain, profit, commercial ventures, or gambling.

Confidential, personal or proprietary information should not be sent in electronic messages.

The District has the right to monitor its electronic mail system, including each individual's mailbox, at its discretion in the ordinary course of business. In certain situations, the District may also be compelled to access and disclose messages sent over its electronic mail system to third parties. The District shall not be liable for any damages arising from any such disclosure.

STUDENT USE OF TECHNOLOGY

The existence of passwords, user IDs and "message delete" functions do not restrict or eliminate the District's ability or right to access electronic communications.

Students shall not share an electronic mail passwords or user IDs, provide electronic mail access to an unauthorized user, or access another user's electronic mail box without authorization.

Students shall not post, display or make easily available any computer access information, including, but not limited to, passwords and user IDs.

Offensive, demeaning or disruptive messages are prohibited. This includes, but is not limited to, messages that are inconsistent with the District's policies concerning equal opportunity, sexual harassment, and other unlawful harassment.

Users must not use inappropriate language; language consisting of profanity, vulgarities or obscenities, language which libels others, or language which contains inappropriate references to others.

Users shall not reveal the residential addresses or telephone numbers of other individuals during electronic mail transmissions due to the lack of security of unencrypted messages.

Users may not use the District's electronic network in a manner which could damage, disrupt or prohibit the use of the network by other users.

Users should assume that all communications and information is public when transmitted via the network and/or Internet and may be viewed by others.

Users may not violate or permit the violation of the privacy or other rights of individuals whose information is required by or routinely stored by the District in computer systems or other electronic resources.

Users should exercise restraint in consuming shared electronic resources.

G. Internet Rules

1. The District's network, including its connection(s) to the Internet, is to be used for education-related purposes. Any unauthorized use of the Internet is strictly prohibited. Unauthorized use includes, but is not limited to: connecting, posting, or downloading pornographic material; engaging in computer "hacking" and other related activities; attempting to disable or compromise the security of information contained in District computers; or otherwise misusing the District's computers for illegal purposes or for any prohibited purpose as set forth in this policy as grounds for discipline.

STUDENT USE OF TECHNOLOGY

2. Internet messages should be treated as non-confidential. Anything sent through the Internet passes through a number of different computer systems, all with different levels of security. The confidentiality of messages maybe compromised at any point along the way.
3. Because postings placed on the Internet may display the District's name and/or address, users must make certain before posting information on the Internet that the information reflects and is consistent with the standards and policies of the District. Before posting material online that is affiliated with the District or a District organization, including the creation of a social networking account or web page, prior written authorization of the Superintendent or designee is required.
4. Subscriptions to news groups and mailing lists may be permitted when the subscription is for an education-related purpose. Any other subscriptions are prohibited.
5. Information posted or viewed on the Internet may constitute published material. Therefore, reproduction of information posted or otherwise available over the Internet may be done only by express permission from the author or copyright holder.
6. Unless the prior approval of Information Technology Manager has been obtained, users may not establish Internet or other external network connections that could allow unauthorized persons to gain access to the District's systems and information. These connections include the establishment of World Wide Web home pages and File Transfer Protocol.
7. All files downloaded from the Internet must be checked for possible computer viruses. If a user is uncertain whether their virus-checking software is current, they must check with an Information Technology staff member before downloading.
8. Downloading, sending or transferring offensive, demeaning or disruptive materials over the Internet is prohibited. This includes, but is not limited to, materials which are inconsistent with the District's policies concerning equal educational opportunity, sexual harassment, or any laws concerning harassment or discrimination.
9. Under no circumstances shall information of a confidential, sensitive or proprietary nature be placed on the Internet.

STUDENT USE OF TECHNOLOGY

H. Reporting of Abnormalities or Misuse

1. All users are required to report any abnormality or security breach as soon they observe it or come into possession of information that it has occurred. Abnormalities or breaches of security shall be reported to the Information Technology Manager or Principal immediately. Users are also required to report any misuse of the District's computer systems. If any student observes a misuse, such as an electronic communication containing obscene or harassing language, the student should immediately report the misuse to the teacher or Principal. Students should not show, transmit, or otherwise duplicate the misuse or offending material to, or discuss these matters with, anyone other than the teacher or Principal.

I. Lack of Privacy & Monitoring

1. The Information Technology Manager shall have discretion to randomly monitor any information recorded or stored by students on the District's computer systems upon approval by the Superintendent or designee. The Information Technology Manager may randomly retrieve and review all communications and electronically stored data on the District's electronic resources, whether that data be personal information, educational information, or information related to District business, in order to insure the District's property is not being misused. All information stored or recorded on the District's computers or other electronic resources shall be considered District property.
2. All students should be aware that information is available about their computer activities. Student computer activities are not private. For example, each time a student accesses a web site on the Internet, the computer and networking equipment involved create a trail, download and display the files from the Internet, and usually store a copy of those files on the hard drive. The computer or server that maintains the connection to the Internet also keeps track of which computer and which user has visited each specific web site. The District owns the computer terminals, services, networks and equipment and has the right to monitor student activities on the Internet at random.
3. If a student reports suspected misuse of the computer systems or other electronic resources to the teacher or Principal. Upon receiving such a report, and/or if the Superintendent reasonably believes, in his/her sole discretion, that a student is misusing the District's computer systems or other electronic resource, the Superintendent may direct a designated District employee to review the suspected student's Internet use, or other electronically recorded use of the District's computer systems or electronic resources. In his/her discretion, the Superintendent may also report suspected misconduct to law enforcement

STUDENT USE OF TECHNOLOGY

officials and allow those officials access to the student's Internet use, or other electronically recorded use of the District's computer systems or electronic resources.

4. The District is not responsible for any injury to a student or any other person caused by third parties who may access personal information which the student has stored or recorded on the District's electronic resources.

J. Copyright Issues

1. The District purchases and licenses the use of various computer software for business purposes and does not own the copyright to this software or its related documentation. Unless authorized by the software developer, the District does not have the right to reproduce such software for use on more than one computer.
2. Students may only use software on the District's networks or on multiple machines in accordance with the applicable software agreement. The District prohibits the illegal duplication of software or its related documentation by students or by anyone else.

K. Vandalism

1. Vandalism is defined as any malicious attempt to alter, harm or destroy equipment, data or other property of the District or another user, or the networks connected to the District's networks via the Internet. This includes, but is not limited to, the uploading or creation of computer viruses, improper alteration of data, or the improper use of restricted information. Any vandalism of District computer systems or other electronic resources will result in disciplinary action, up to and including expulsion and, if appropriate, referral to law enforcement officials.

L. Consequences for Violating This Policy

1. The consequence for violating this policy include, but are not limited to, one or more of the following:
 - a. Disciplinary action up to and including expulsion;
 - b. Referral to legal authorities for prosecution under California Penal Code section 502 (unauthorized access to computers, computer systems and computer data), or other violations of state or federal laws.

STUDENT USE OF TECHNOLOGY

- c. Referral to legal authorities for prosecution under any applicable state or federal law.

M. District Not Liable for Damage to Student Work-Product

From time-to-time the District's computer systems will fail or will require repair or maintenance. The District is not liable for loss of or damage to student work-product caused by system failures, server crashes, or the District's performance of monitoring, maintenance or repair functions related to its computer systems or other electronic resources.

Legal Reference:

EDUCATION CODE

51006 *Computer education and resources*

51007 *Programs to strengthen technological skills*

51870-51874 *Education technology*

60044 *Prohibited instructional materials*

PENAL CODE

313 *Harmful matter*

502 *Computer crimes, remedies*

632 *Eavesdropping on or recording confidential communications*

653.2 *Electronic communication devices, threats to safety*

UNITED STATES CODE, TITLE 15

6501-6506 *Children's Online Privacy Protection Act*

UNITED STATES CODE, TITLE 20

6751-6777 *Enhancing Education Through Technology Act, Title II, Part D, especially:*

6777 *Internet safety*

UNITED STATES CODE, TITLE 47

254 *Universal service discounts (E-rate)*

CODE OF FEDERAL REGULATIONS, TITLE 16

312.1-312.12 *Children's Online Privacy Protection Act*

CODE OF FEDERAL REGULATIONS, TITLE 47

54.520 *Internet safety policy and technology protection measures, E-rate discounts*

Management Resources:

CSBA PUBLICATIONS

Cyberbullying: Policy Considerations for Boards, Policy Brief, July 2007

FEDERAL TRADE COMMISSION PUBLICATIONS

How to Protect Kids' Privacy Online: A Guide for Teachers, December 2000

MY SPACE.COM PUBLICATIONS

The Official School Administrator's Guide to Understanding MySpace and Resolving Social Networking Issues

STUDENT USE OF TECHNOLOGY

Legal Reference (Continued):

WEB SITES

CSBA: <http://www.csba.org>

American Library Association: <http://www.ala.org>

California Coalition for Children's Internet Safety: <http://www.cybersafety.ca.gov>

California Department of Education: <http://www.cde.ca.gov>

Center for Safe and Responsible Internet Use: <http://csriu.org>

Federal Communications Commission: <http://www.fcc.gov>

Federal Trade Commission, Children's Online Privacy Protection:
<http://www.ftc.gov/privacy/privacyinitiatives/childrens.html>

U.S. Department of Education: <http://www.ed.gov>

Web Wise Kids: <http://www.webwisekids.org>

Policy

adopted: September 17, 2012

revised: January 18, 2018

LAKESIDE UNION SCHOOL DISTRICT

Lakeside, California

STUDENT USE OF TECHNOLOGY

~~The principal or designee shall oversee the maintenance of each school's technological resources and may establish guidelines and limits on their use. All instructional staff shall receive a copy of this administrative regulation, the accompanying Board policy, and the district's Acceptable Use Agreement describing expectations for appropriate use of the system and shall also be provided with information about the role of staff in supervising student use of technological resources. All students using these resources shall receive instruction in their proper and appropriate use.~~

~~(cf. 0440—District Technology Plan)~~

~~(cf. 4040—Employee Use of Technology)~~

~~(cf. 4131—Staff Development)~~

~~(cf. 4231—Staff Development)~~

~~(cf. 4331—Staff Development)~~

~~Teachers, administrators, and/or library media specialists shall prescreen technological resources and online sites that will be used for instructional purposes to ensure that they are appropriate for the intended purpose and the age of the students.~~

~~(cf. 6163.1—Library Media Centers)~~

Online/Internet Services: User Obligations and Responsibilities

~~Students are authorized to use district equipment to access the Internet or other online services in accordance with Board policy, the user obligations and responsibilities specified below, and the district's Acceptable Use Agreement.~~

- ~~1. The student in whose name an online services account is issued is responsible for its proper use at all times. Students shall keep personal account numbers and passwords private and shall only use the account to which they have been assigned.~~
- ~~2. Students shall use the district's system safely, responsibly, and primarily for educational purposes.~~
- ~~3. Students shall not access, post, submit, publish, or display harmful or inappropriate matter that is threatening, obscene, disruptive, or sexually explicit, or that could be construed as harassment or disparagement of others based on their race/ethnicity, national origin, sex, gender, sexual orientation, age, disability, religion, or political beliefs.~~

~~(cf. 5131—Conduct)~~

~~(cf. 5145.3—Nondiscrimination/Harassment)~~

~~(cf. 5145.7—Sexual Harassment)~~

~~(cf. 5145.9—Hate Motivated Behavior)~~

STUDENT USE OF TECHNOLOGY

~~*Harmful matter* includes matter, taken as a whole, which to the average person, applying contemporary statewide standards, appeals to the prurient interest and is matter which depicts or describes, in a patently offensive way, sexual conduct and which lacks serious literary, artistic, political, or scientific value for minors. (Penal Code 313)~~

- ~~4. Unless otherwise instructed by school personnel, students shall not disclose, use, or disseminate personal identification information about themselves or others when using email, chat rooms, or other forms of direct electronic communication. Students also shall be cautioned not to disclose such information by other means to individuals contacted through the Internet without the permission of their parents/guardians.~~

~~— *Personal information* includes the student's name, address, telephone number, Social Security number, or other personally identifiable information.~~

- ~~5. Students shall not use the system to encourage the use of drugs, alcohol, or tobacco, nor shall they promote unethical practices or any activity prohibited by law, Board policy, or administrative regulations.~~

~~(cf. 3513.3 Tobacco-Free Schools)~~

~~(cf. 5131.6 Alcohol and Other Drugs)~~

- ~~6. Students shall not use the system to engage in commercial or other for profit activities.~~

- ~~7. Students shall not use the system to threaten, intimidate, harass, or ridicule other students or staff.~~

- ~~8. Copyrighted material shall be posted online only in accordance with applicable copyright laws. Any materials utilized for research projects should be given proper credit as with any other printed source of information.~~

~~(cf. 5131.9 Academic Honesty)~~

~~(cf. 6162.6 Use of Copyrighted Materials)~~

- ~~9. Students shall not intentionally upload, download, or create computer viruses and/or maliciously attempt to harm or destroy district equipment or materials or manipulate the data of any other user, including so-called "hacking."~~

~~(cf. 5131.5 Vandalism and Graffiti)~~

- ~~10. Students shall not attempt to interfere with other users' ability to send or receive email, nor shall they attempt to read, delete, copy, modify, or use another individual's identity.~~

STUDENT USE OF TECHNOLOGY

~~11. — Students shall report any security problem or misuse of the services to the teacher or principal.~~

~~The district reserves the right to monitor use of the district's systems for improper use without advance notice or consent. Students shall be informed that computer files and electronic communications, including email, are not private and may be accessed by the district for the purpose of ensuring proper use.~~

~~(cf. 5145.12 Search and Seizure)~~

~~Whenever a student is found to have violated Board policy, administrative regulation, or the district's Acceptable Use Agreement, the principal or designee may cancel or limit a student's user privileges or increase supervision of the student's use of the district's technological resources, as appropriate. Inappropriate use also may result in disciplinary action and/or legal action in accordance with law and Board policy.~~

~~(cf. 5144 Discipline)~~

~~(cf. 5144.1 Suspension and Expulsion/Due Process)~~

~~(cf. 5144.2 Suspension and Expulsion/Due Process (Students with Disabilities))~~

LAKE SIDE UNION SCHOOL DISTRICT

Governing Board Meeting Date: November 10, 2021

Agenda Item:

Enrollment Report Month 2 (9/20/2021 – 10/15/2021)

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

Fiscal Impact (Cost):

Funding Source:

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:



Lisa Davis, Assistant Superintendent



Dr. Rhonda Taylor, Superintendent

Reviewed by Cabinet Member

LAKESIDE UNION SCHOOL DISTRICT
MONTH 2

9/20/2021 - 10/15/2021

DATE: 11/2/2021

SCHOOL	K	1	2	3	4	5	6	7	8	EAK	NON ADA	TK	M2 21/22 TOTAL	M2 20/21 TOTAL	VARIANCE
EUCALYPTUS HILLS												89	89	94	-5
LAKESIDE FARMS	121	98	82	93	96	68							558	577	-19
LAKEVIEW	118	95	125	89	110	116							653	657	-4
LEMON CREST	73	69	78	83	83	89							475	460	15
LINDO PARK	44	64	74	72	84	71							409	389	20
RIVERVIEW			143	137	134	122							536	581	-45
WINTER GARDENS	138	149											287	325	-38
LAKESIDE MIDDLE							204	267	242				713	762	-49
TIERRA DEL SOL							256	230	211				697	731	-34
FLEX SCHOOL	9	8	15	11	13	12	11	6	6				91	97	-6
NPS/RTC	0	0	0	0	0	1	0	4	2				7	12	-5
DISTRICT TOTAL	503	483	517	485	520	479	471	507	461	0	0	89	4,515	4,685	-170

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	
2021-2022	4,511	4,515										
2020-2021	4,674	4,673	4,668	4,665	4,659	4,654	4,659	4,642	4,659	4,661	4,652	
2019-2020	4,985	4,986	4,966	4,966	5,042	5,036	5,031	5,036	5,031	5,018	5,015	
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		13	15	14	9	11	13	9	10	9	103

RIVER VALELY	GRADE	7	8	9	10	11	12	TOTAL
CHARTER SCHOOL		24	28	51	44	41	47	235

LAKE SIDE UNION SCHOOL DISTRICT

Governing Board Meeting Date: November 10, 2021

Agenda Item:

Quarterly Investment Reports, San Diego County Treasury Investment Pool as of quarter ended on September 30, 2021.

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:

<input checked="" type="checkbox"/> Informational	<input type="checkbox"/> Denial/Rejection
<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	

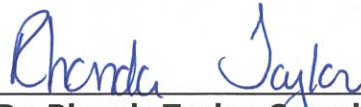
Originating Department/School: Business Services

Submitted/Recommended By:

Approved for Submission to the Governing Board:



Lisa Davis, Assistant Superintendent



Dr. Rhonda Taylor, 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 June 30, 2021 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>\$ 29,670,316.40</i>
0100	General Fund	\$ 9,437,880.96
1200	Child Development	\$ 710,325.11
1300	Child Nutrition	\$ 1,283,079.01
1500	Pupil Transportation-Equip.	\$ 3,107.93
1742	Special Reserve Other Than Capital Outlay	\$ 244.82
2139	Building Fund (Bond)	\$ 16,469,454.59
2519	Capital Facilities/Developer Fees	\$ 1,748,963.48
4000	Special Reserves/Capital Projects	\$ 17,260.15

Annualized Interest Rate as of 9/30/2021 is 0.684%

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, Lisa Davis, 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.



Lisa Davis
Assistant Superintendent



Date

**San Diego County Office of Education
SD County Pool Interest Rate
2021-22 Fiscal Year**

Quarter Ending	Interest Rate	
	Quarterly	Annualized
September 30, 2021	0.1710908%	0.684%
December 31, 2021		0.000%
March 31, 2022		0.000%
June 30, 2022		0.000%
Annualized Rate		0.684%

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, 2021

(\$000)

	Oct-21	Nov-21	Dec-21	Jan-22	Feb-22	Mar-22
Beginning Pool Book Balance	10,559,414	11,158,896	11,205,821	12,807,472	11,730,254	11,229,139
Inflows						
Investment Inflows	590,000	490,000	405,000	680,000	465,281	298,290
Projected Credits	1,812,340	1,467,563	3,280,663	882,175	922,385	1,402,477
	2,402,340	1,957,563	3,685,663	1,562,175	1,387,666	1,700,767
Outflows						
Investment Purchases	187,500	-	-	-	-	-
Projected Debits	1,212,858	1,420,638	1,679,012	1,959,393	1,423,500	1,309,713
	1,400,358	1,420,638	1,679,012	1,959,393	1,423,500	1,309,713
Net Cash Flows	599,482	46,925	1,601,651	(1,077,218)	(501,115)	92,764
MONTH END POOL BALANCE	11,158,896	11,205,821	12,807,472	11,730,254	11,229,139	11,321,903
PROJECTED MONTH END LIQUIDITY	\$ 1,365,507	\$ 1,902,432	\$ 3,909,083	\$ 3,511,865	\$ 3,476,031	\$ 3,867,085

**The projected cash flows indicate sufficient liquidity to meet all scheduled expenditures for the next 6 months.*

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.