

Ventura Unified School District

School Plan for

Student

Achievement



Lemon Grove School

56 72652 6056055

Contact Information:

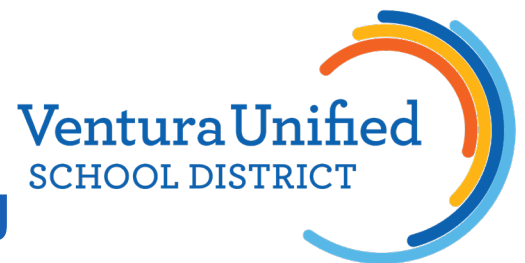
Susan Martinez, Principal

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Ventura, CA 93003

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This report contains information that may or may not have occurred either in person or via online platform in the 2019-20, 2020-21, and 2021-22 school years due to the ongoing COVID-19 pandemic. If you have any questions about any particular section of this document, please contact your school site administrator.

Fiscal Year 2021-2022

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The School Plan for Student Achievement

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

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

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

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

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

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The district's Governing Board approved this revision of the school plan on _____.

School Site Council Membership

California Education Code Section 64001(g) requires that the School Plan for Student Achievement be reviewed and updated at least annually, including proposed expenditures of funds allocated through the ConApp, by the School Site Council (SSC). The 2021-22 School Site Council consists of the following members:

Name of Members	Principal	Certificated Staff	Classified Staff	Parent or Community Member	Student
Susan Martinez	X				
Katy Garnett		X			
Kati Padgett		X			
Tanya Toutz-Hager		X			
Debbie Wreesman			X		
Kristina Lopez				X	
Ally Marshall				X	
Andrea McBee				X	
Crystal Santana				X	
Bryan Trowbridge				X	
Number of members in each category	1	3	1	5	

English Language Advisory Council (ELAC) Membership

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

Name of Members	Principal	Certificated Staff	Classified Staff	Parents/Guardians of English Learners	Other
Susan Martinez	X				
Erin Fraser		X			
Sally Hinojosa		X			
Goya Dominguez			X		
Crystal Santana Nova				X	
Number of members in each category	1	2	1	1	

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

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

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

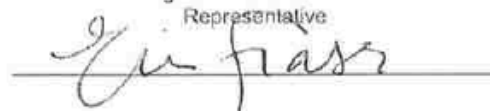
Recommendations and Assurances

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

- 1) The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
- 2) The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.
- 3) The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

English Learner Advisory Committee

Signature of Authorized
Representative



- 4) The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
- 5) This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
- 6) This SPSA was adopted by the SSC at a public meeting on: 11-30-21

Attested:


Susan Martinez, Principal

11-30-21
Date


SSC Chairperson

11-30-21
Date

District information

District Profile

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

During the 2020-21 school year, Ventura Unified School District served 15,871 students in grades TK-12 including 11.1% students with disabilities, 15.9% English learners, 54.4% socioeconomically disadvantaged, 0.4% migrant education, 2.7% homeless, and almost 0.5% identified as foster youth.

District Promise

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

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

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

District Pillars

We are committed to providing:

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

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

For the future of every student.

District Logo

Our logo, the open wave, was inspired by VUSD's connection to the California coast and the possibilities that lie ahead for our students. The ocean, and all that it represents, is a fitting metaphor for the optimism and energy embodied by our people, schools, and district. The logo unifies our schools and programs with a bold, abstract signature that connotes an open, cresting wave. The clean lines that comprise the open wave signify the opportunities students are offered by our district through its variety of programs and schools. The color blue leads our bold and varied color palette since it stands for confidence, wisdom, and intelligence.

District Vision

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

District Mission

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

District Governing Principles

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

School Information

During the 2020-21 school year, Lemon Grove School served 221 students in grades TK-8 residing in the midtown area of Ventura. Student enrollment included 32.1% students with disabilities, 18.6% English learners, 71% socioeconomically disadvantaged, 0.5% migrant, and 3.2% homeless.

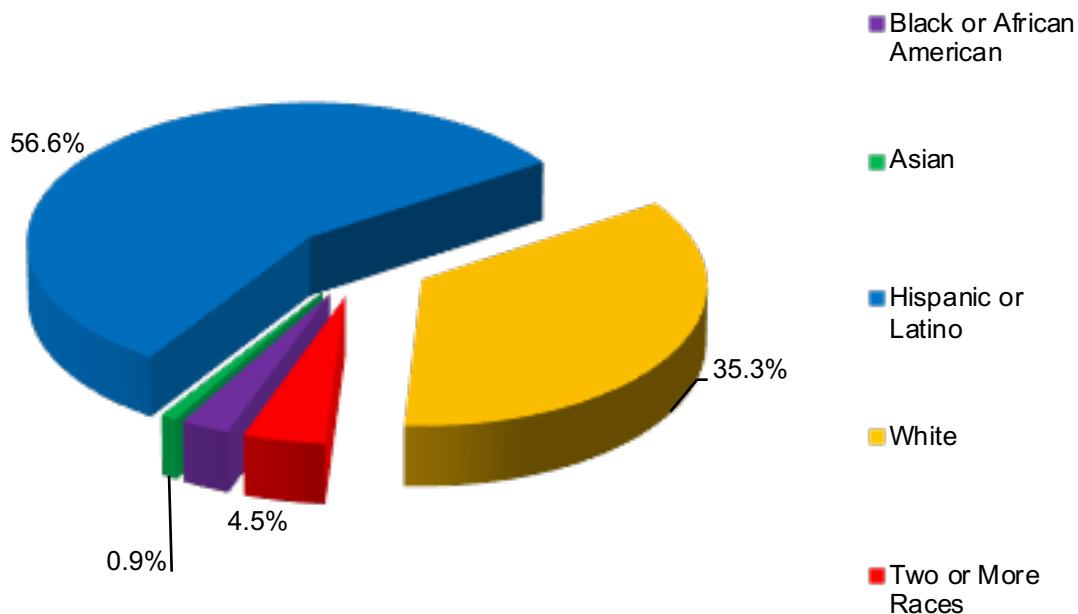
Lemon Grove School offers four special day classes, two Open Classrooms (K-5), nine traditional elementary classrooms, and two classrooms for Homestead School, a home school program serving 30 students K-8. More than 50 students are enrolled through intra/inter transfers.

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

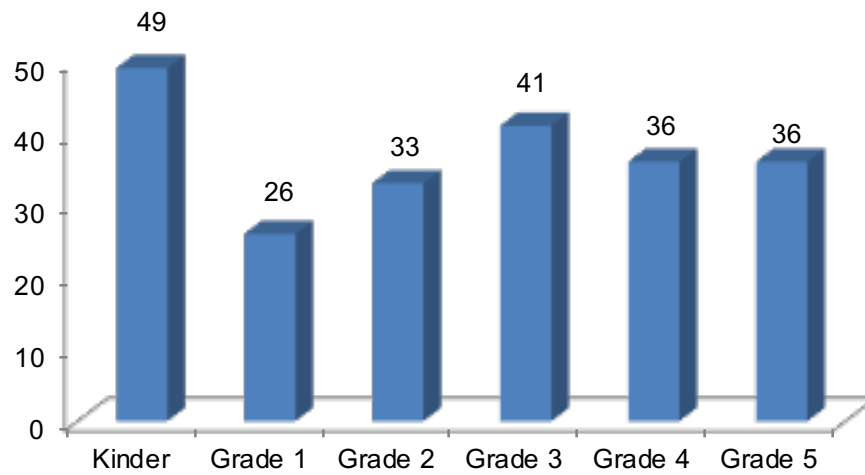
School Mission

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

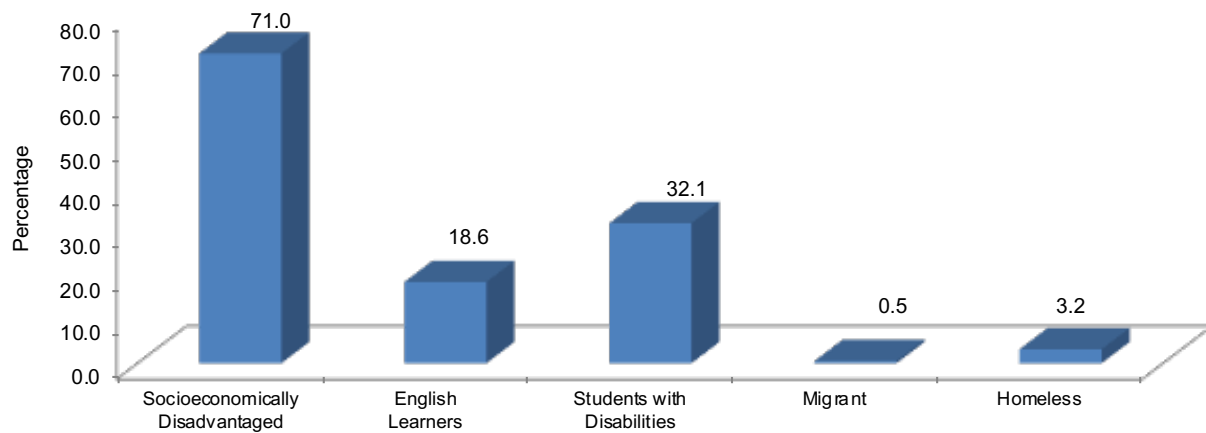
Student Enrollment by Ethnicity – 2020-21



Student Enrollment by Grade – 2020-21



Student Enrollment by Student Group – 2020-21



Comprehensive Needs Assessment

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

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

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

Transition from Preschool to Kindergarten

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

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

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

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

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

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

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

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

Bully Prevention, Violence Prevention, and Substance Abuse Curricula

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

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

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

Big Deals/Little Deals – program that offers clear-cut guidelines for helping children differentiate big deals - situations that require adult intervention and little deals - those things children are capable of handling on their own.

- **Lesson One** – character education and positive behavior program
- **Digital Citizenship** – An Internet safety program designed to provide teachers with lessons and resources that will comply with the Children's Internet Protection Act (CIPA). All schools are required to provide Internet Safety instruction for all grade levels each year.
- **Zones of Regulation** – The Zones of Regulation curriculum is explored highlighting strategies to teach students to become more aware of and independent in controlling their emotions and impulses, managing their sensory needs and improving their ability to problem solve conflicts are shared.
- **Second Step** – A research-based program to promote the social-emotional development, safety, and well-being of children. The program will be implemented during the 2021-22 school year at Lemon Grove School.

Community Resource Guide

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

- After School Childcare & Activities
- Clothing, Food, Shelter
- Confidential Teen Services
- Counseling
- Family Support
- Health Information
- Healthcare Services
- Hot Line Numbers
- Local Alcohol, Tobacco & Drug Intervention List
- Low or No-Cost Health Insurance for Children
- Mental Health
- School-Law Partnership
- Transportation
- Tutoring

School Plan for Student Achievement

School Name	County-District-School CDS Code	School Site Council (SSC) Approval Date	Local Board Approval Date
Lemon Grove School	56726526056055	11-30-21	

Purpose and Description

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

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

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

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

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Personnel Involved:	Date:
School Site Council	9-23-21, 10-7-21, 10-21-21, 11-4-21, 11-17-21, 11-22-21, 11-30-21
School Leadership Team	12-1-21
Parent Teacher Association	12-1-21
English Learner Advisory Committee	11-17-21

Resource Inequities

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

N/A

Goals, Strategies, Expenditures, and Annual Review

Goal 1:

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

Identified Need:

Student academic needs were evaluated using CASSPP 2021 results and the district MAP assessment beginning of the 2021 school year, in the subject area of English language arts and mathematics. From the data, we have identified students who need additional support in English language arts and mathematics. With a focus on students needing to increase reading skills.

Annual Measurable Outcomes:

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP 2021 English Language Arts – 3 rd grade	28%	49%
CAASPP 2021 English Language Arts –4 th grade	27%	30%
CAASPP 2021 English Language Arts –5 th grade	42%	58%
CAASPP 2021 Mathematics – 3 rd grade	23%	51%
CAASPP 2021 Mathematics 4 th grade	28%	52%
CAASPP 2021 Mathematics – 5 th grade	31%	47%
Measures of Academic Progress (MAP) assessment Fall 2021 English Language Arts – K grade	67%	83%
Measures of Academic Progress (MAP) assessment Fall 2021 English Language Arts – 1st grade	33%	60%
Measures of Academic Progress (MAP) assessment Fall 2021 English Language Arts – 2nd grade	68%	75%
Measures of Academic Progress (MAP) assessment Fall 2021 English Language Arts – 3 rd grade	49%	64%
Measures of Academic Progress (MAP) assessment Fall 2021 English Language Arts – 4 th grade	75%	87%
Measures of Academic Progress (MAP) assessment Fall 2021 English Language Arts – 5 th grade	36%	61%
Measures of Academic Progress (MAP) assessment Fall 2021 Mathematics– K grade	82%	96%
Measures of Academic Progress (MAP) assessment Fall 2021 Mathematics– 1st grade	39%	60%
Measures of Academic Progress (MAP) assessment Fall 2021 Mathematics– 2nd grade	48%	65%

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Measures of Academic Progress (MAP) assessment Fall 2021 Mathematics– 3rd grade	31%	44%
Measures of Academic Progress (MAP) assessment Fall 2021 Mathematics– 4th grade	65%	75%
Measures of Academic Progress (MAP) assessment Fall 2021 Mathematics– 5th grade	34%	44%

Strategy/Activity 1

Students to be served by this Strategy/Activity

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

When reviewing CAASPP and Map data, student outcomes on the English language arts assessment show all students need additional support in the area of reading.

All students at Lemon Grove need to be able to read widely and independently as an essential skill to building proficiency in reading and knowledge across all content areas.

Strategy/Activity

- The following strategies/activities will increase student reading levels by having the students engage in independent reading.
- Independent reading provides students with an opportunity to practice the decoding and comprehension strategies and skills learned during class time on self-selected materials.
- The teachers will use MAP assessments, accelerated reader assessments, Soudy System, and other research-based assessments, throughout the school year to determine each student's current pre-reading/reading level and to monitor student progress.
- From data results, teachers will determine each student's independent reading level. Independent reading level is a text that can be read by the student with no support at a 95-100% accuracy.
- Students will be able to self-select books at their level that they find interesting and engaging, books and reading materials will be available to students in classroom libraries, school library, and/or eBooks. Other types of reading may include, but not limited to, reader theaters, magazines, and technology online platforms. The library tech will oversee Accelerated Reader, along with new books.
- Classes will create daily times to allow students to read independently.

Strategy/Activity 2

Amount(s)	Source(s)
\$18,693 library tech	Supplemental Grant
\$2,122 Accelerated Readers	Restricted Lottery
\$500 Starfall membership	Restricted Lottery
\$4,500 Leveled Readers/Ebooks/Audio Books/Online reading program	Supplemental Funds

Students to be served by this Strategy/Activity

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

When reviewing CAASPP and Map data student outcomes on the English language arts assessment all students need additional support to increase/maintain their learning growth.

Strategy/Activity

- Using the data from MAP assessments and other research-based assessments, students will receive lessons with a focus on specific skills in reading in order for grade level standards to be met. The teachings will be whole class, intervention groups and/or small groups.
- Teachers will utilize the adopted curriculum Benchmark Advance for leveled text, fluency passages, and differentiate to allow students to access core curriculum.
- From the MAP assessment website, learning continuum resources will be utilized to identify supporting activities for specific students to match the grade-level learning standard.
- Starfall educational technology program will be utilized for grades K-3 to offer individualized student practice with specific targeted skills in reading.
- Ellevation technology program to be utilized to offer lessons specific to students who are English learners and focused on reading skills.
- Intervention teacher and/or extra adult support is utilized to create small groups and have lessons focused on specific reading skills for students.
- Teachers will collaborate to create small groups across grade levels and lesson plans.
- For the different computer programs, teachers will be offered professional development to implement setting up their class for individual learning.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$18,000 extra adult support in classroom	Supplemental & Title 1 **also part of strategy/activity 3
\$27,0000 extra adult support in classroom	Title 1 **also part of strategy/activity 3
500 teacher professional development	Site base funds **also part of strategy/activity 3

Strategy/Activity 3

Students to be served by this Strategy/Activity

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

When reviewing CAASPP and Map data student outcomes on the mathematics assessment all of our students need additional support in the area of four orders of operation, as stated in the grade level state standard.

Strategy/Activity

- Many of the skills in math require students to have a solid knowledge in addition, subtraction, multiplication, and division.
- To increase student skills and knowledge in this area teachers will be implementing the following activities, as appropriate for the grade level skill:
- Math games to practice and reinforce computation.
- MobyMax computer program, with students assigned lessons based on individualized needs
- Small groups with the support of an intervention teacher and/or extra adult support in the classroom.
- From the MAP assessment website, learning continuum resources will be utilized to identify supporting activities for specific students to match the grade level learning standard.
- Starfall educational technology program to be used for grades K-3 to offer practice with specific targeted skills in math.
- Ellevation technology program to be used to offer lessons specific to students who are English learner.
- Intervention teacher and/or extra adult support is utilized to create small groups and have lessons focused on specific math skills for students.
- Include math vocabulary as part of the daily lessons.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$18,000 extra adult support in classroom	Supplemental & Title 1 **also part of strategy/activity 2
\$27,0000 extra adult support in classroom	Title 1 **also part of strategy/activity 2
\$1,500 teacher professional development	Site base funds **also part of strategy/activity 2
\$500 math games and supplies	Title 1

Annual Review:

SPSA Year Reviewed: 2020-2021

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

ANALYSIS:

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

We will continue this goal as 2020-21 was a distance learning / hybrid learning school year due to the ongoing COVID-19 pandemic.

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

Goal 2:

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

Identified Need:

From the safety needs assessment it has been determined to increase student personal and social responsibility and student level of support.

Annual Measurable Outcomes:

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
All students had disruptive schooling from March 2020-June 2021.	Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard.	Increased completion of school assignments. Decrease of student behavior that would require disciplinary steps (office referral, suspension, meetings)

Strategy/Activity 1

Students to be served by this Strategy/Activity

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

All students will be receiving social/emotional lessons through the curriculum of Second Step.

Strategy/Activity

Second Step curriculum will be taught by teachers and school counselor with the goal of increasing positive social skills and problem solving skills
Include other support staff on campus to support and reinforce social skills being taught to students.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$500 professional development for classified	Title 1

Strategy/Activity 2

Students to be served by this Strategy/Activity

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

For student safety at school there will be a focus of giving all students a sense of purpose to increase the connection they have to others and school.

Strategy/Activity

Students will be engaged in multi-age, school wide activities. The activities will include the opportunity to get to know others and to be contributing members of their school.
Create groups to allow for students of same ethnicity to get together

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
No known cost with goal	

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

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

All students will have opportunity to be honored and celebrated, as valued members of Lemon Grove School.

Strategy/Activity

- Students and staff have the opportunity to acknowledge another person who helped them or did something special. This person will receive a "shout out" note.
- Postcards will be used to send home positive messages to the student's family.
- Students will receive a positive referral to the office to be celebrated and receive a treat.
- School wide assemblies will be held to recognize students for their positive traits they exhibit.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$500.00 for certificates, treats, awards, postcards	ASB/donations

Annual Review:**SPSA Year Reviewed: 2020-2021**

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 first want to start by ensuring our students have the skills and knowledge of social/emotional skills that are healthy for them.

Then by having whole school activities, it allows them the opportunity to be involved and practice their skills. And the last activity celebrates the success students are having with their choices with others and themselves.

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

There are no major differences between the implementation and budgeted expenditures.

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 anticipated changes that may occur would be students needing a different focus or skills from the Second Step curriculum. They also may give feedback on other ways they like to be celebrated for their success.

Goal 3:

Family Involvement - Increase parent and community involvement.

Identified Need:

When families, schools, and community collaborate together student success in schools increase through attendance and academics.

Annual Measurable Outcomes:

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
School safety needs assessment	Current baseline is unknown	To collect data to have a baseline
Surveys	Currently unknown	Survey results to use for future decisions

Strategy/Activity 1

Students to be served by this Strategy/Activity

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

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

Strategy/Activity

To increase parent involvement offer a variety of ways for parents to be involved at the school, as determined by the results of the survey.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
Unknown cost for the strategy	

Strategy/Activity 2

Students to be served by this Strategy/Activity

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

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

Strategy/Activity

Through input of parents, host informational meetings for parents to learn and share on specific topics. Teachers will keep parents informed with reading opportunities and share how they can support at home too. Weekly/biweekly communication from teachers that includes general topics on learning.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$500 child care for in person meetings (if possible)	Title 1

Annual Review:

SPSA Year Reviewed: 2020-2021

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

ANALYSIS:

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

We will continue this goal as 2020-21 was a distance learning / hybrid learning school year due to the ongoing COVID-19 pandemic and parent involvement was difficult.

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

Other Federal, State and Local Funds

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

Federal Programs	Allocation (\$)
Title I 2020-21 Carryover	\$3,883.00
Title I 2021-22 Allocation	32,400.00
Title I 2021-22 Parent Involvement	Inc.

Subtotal of additional federal funds included for this school: **\$36,283.00**

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 (\$)
Site-Based Funds 2020-21 Carryover	\$0.00
Site-Based Funds 2021-22 Allocation	\$6,630.00
Supplemental Funds 2020-21 Carryover	\$0.00
Supplemental Funds 2021-22 Allocation	\$36,936.00

Subtotal of state or local funds included for this school: **\$43,566.00**

Total of federal, state, and/or local funds for this school: **\$79,849.00**

2021-22 Centralized Support for Planned Improvements in Student Performance

VUSD - Program Support Goals

The Assessment, Accountability, and Program Evaluation (AAPE) Department provides direction, coordination, and assistance to schools in carrying out a District Title I program for disadvantaged students. These include areas of program development, School Plan Review, management, legal compliance, evaluation, fiscal accounting, staff development, and community advisory processes, as well as responsibility for District and state required reports and documents. The Director and teacher specialists provide technical assistance for schools.

Multilingual/Multicultural Education

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

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

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

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

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

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

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

Curriculum & Instruction

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

Gifted and Talented Education

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

Migrant Education

The Migrant Education Program provides for the coordination and implementation of various services in partnership with the Ventura County Office of Education, and the local colleges and universities. Services include identification and recruitment, monthly parent advisory committee meetings, early child development supports, supplemental instruction, summer school, emergency medical services, Spelling, Speech & Debate Tournaments, college tours, academic counseling, credit recovery courses, Family Literacy Programs, Migrant Family Conference, informational events, computer program trainings, accounting, management, legal compliance, evaluation, as well as providing district and state required reports. Services are provided to academically support

and ensure that migratory students receive the appropriate opportunities to help reduce with the educational disruption and other problems as a result of repeated moves. Service to the schools are provided by the Migrant Education Coordinator and the Migrant Liaison/Recruiter.

Indian Education

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

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

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

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

References

CAASPP – Grade 3 English Language Arts/Literacy 2020-21

	English Language Arts/Literacy 2020-21						
	Number of Students Enrolled	Number of Students Tested	Number of Students With Scores	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
	Grade 3						
All Students Tested	36	34	34	8.82%	17.65%	23.53%	50.00%
Male	21	20	20	15.00%	20.00%	25.00%	40.00%
Female	15	14	14	0.00%	14.29%	21.43%	64.29%
African American	*	*	*	*	*	*	*
American Indian or Alaskan Native							
Asian	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Filipino							
Hispanic or Latino	18	17	17	5.88%	16.65%	23.53%	52.94%
Hawaiian or Pacific Islander							
White (not Hispanic)	15	14	14	14.29%	21.43%	28.57%	35.71%
Two or More Races	*	*	*	*	*	*	*
Socioeconomically Disadvantaged	24	23	23	4.35%	17.39%	17.39%	60.87%
English Learners	8	7	7	*	*	*	*
Students with Disabilities	9	9	9	*	*	*	*
Migrant Education	*	*	*	*	*	*	*
Homeless							

CAASPP – Grade 3 Mathematics 2020-21

	Mathematics 2020-21						
	Number of Students Enrolled	Number of Students Tested	Number of Students With Scores	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
	Grade 3						
All Students Tested	36	34	34	11.76%	8.82%	29.41%	50.00%
Male	21	20	20	15.00%	15.00%	40.00%	30.00%
Female	15	14	14	7.14%	0.00%	14.29%	78.57%
African American	*	*	*	*	*	*	*
American Indian or Alaskan Native							
Asian	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Filipino							
Hispanic or Latino	18	17	17	5.88%	5.88%	23.53%	64.71%
Hawaiian or Pacific Islander							
White (not Hispanic)	15	14	14	21.43%	14.29%	28.57%	35.71%
Two or More Races	*	*	*	*	*	*	*
Socioeconomically Disadvantaged	24	23	23	8.70%	8.70%	21.74%	60.87%
English Learners	8	7	7	*	*	*	*
Students with Disabilities	9	9	9	*	*	*	*
Migrant Education	*	*	*	*	*	*	*
Homeless							

CAASPP – Grade 4 English Language Arts/Literacy 2020-21

	English Language Arts/Literacy 2020-21						
	Number of Students Enrolled	Number of Students Tested	Number of Students With Scores	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
	Grade 4						
All Students Tested	36	25	25	16.00%	16.00%	4.00%	64.00%
Male	23	13	13	7.69%	15.38%	0.00%	76.92%
Female	13	12	12	25.00%	16.67%	8.33%	50.00%
African American	*	*	*	*	*	*	*
American Indian or Alaskan Native							
Asian	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Filipino							
Hispanic or Latino	17	11	11	0.00%	0.00%	9.09%	90.91%
Hawaiian or Pacific Islander							
White (not Hispanic)	17	12	12	33.33%	33.33%	0.00%	33.33%
Two or More Races	*	*	*	*	*	*	*
Socioeconomically Disadvantaged	29	22	22	13.64%	13.64%	4.55%	68.18%
English Learners	*	*	*	*	*	*	*
Students with Disabilities	15	10	10	*	*	*	*
Migrant Education	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Homeless							

CAASPP – Grade 4 Mathematics 2020-21

	Mathematics 2020-21						
	Number of Students Enrolled	Number of Students Tested	Number of Students With Scores	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
	Grade 4						
All Students Tested	36	25	25	16.00%	12.00%	28.00%	44.00%
Male	23	13	13	7.69%	7.69%	30.77%	53.85%
Female	13	12	12	25.00%	16.67%	2.00%	33.33%
African American	*	*	*	*	*	*	*
American Indian or Alaskan Native							
Asian	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Filipino							
Hispanic or Latino	17	11	11	0.00%	0.00%	27.27%	72.73%
Hawaiian or Pacific Islander							
White (not Hispanic)	17	12	12	33.33%	25.00%	16.67%	25.00%
Two or More Races	*	*	*	*	*	*	*
Socioeconomically Disadvantaged	29	22	22	13.64%	9.09%	27.27%	50.00%
English Learners	*	*	*	*	*	*	*
Students with Disabilities	15	10	10	*	8.00%	*	*
Migrant Education	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Homeless							

CAASPP – Grade 5 English Language Arts/Literacy 2020-21

	English Language Arts/Literacy 2020-21						
	Number of Students Enrolled	Number of Students Tested	Number of Students With Scores	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
	Grade 5						
All Students Tested	36	29	29	13.79%	17.24%	20.69%	48.28%
Male	16	12	12	0.00%	16.67%	33.33%	50.00%
Female	20	17	17	23.53%	17.65%	11.76%	47.06%
African American	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian or Alaskan Native							
Asian	*	*	*	*	*	*	*
Filipino							
Hispanic or Latino	22	18	18	22.22%	5.56%	16.67%	55.56%
Hawaiian or Pacific Islander							
White (not Hispanic)	12	9	9	*	*	*	*
Two or More Races	*	*	*	*	*	*	*
Socioeconomically Disadvantaged	23	19	19	15.79%	0.00%	21.05%	63.16%
English Learners	6	5	5	*	*	*	*
Students with Disabilities	17	12	12	0.00%	0.00%	8.33%	91.67%
Migrant Education	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Homeless							

CAASPP – Grade 5 Mathematics 2020-21

	Mathematics 2020-21						
	Number of Students Enrolled	Number of Students Tested	Number of Students With Scores	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
	Grade 5						
All Students Tested	36	29	28	14.29%	7.14%	17.86%	60.71%
Male	16	12	11	0.00%	18.18%	27.27%	54.55%
Female	20	17	17	23.53%	0.00%	11.76%	64.71%
African American	N/A	/A	N/A	N/A	N/A	N/A	N/A
American Indian or Alaskan Native							
Asian	*	*	*	*	*	*	*
Filipino							
Hispanic or Latino	22	18	17	11.76%	0.00%	17.65%	70.59%
Hawaiian or Pacific Islander							
White (not Hispanic)	12	9	9	*	8.00%	*	*
Two or More Races	*	*	*	*	*	*	*
Socioeconomically Disadvantaged	23	19	19	5.56%	5.56%	11.11%	77.78%
English Learners	6	5	5	*	*	*	*
Students with Disabilities	17	12	11	0.00%	0.00%	0.00%	100.0%
Migrant Education	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Homeless							

2021-22 Title I Funds Program Budget

VUSD BUDGET: 2021/2022			
PROGRAM: Title I			
Site:	Lemon Grove	Carryover	3,883
Resource = 3010		Parent Involvement	
		Allocation	32,400
		Total	36,283
Object #	Classification		
Personnel Costs and Benefits		Must reflect amounts on Staffing Charts	
Must reflect amounts on Staffing Charts		Current	Revised
1101	Teacher, Contractual		
1103	Teacher, Hourly	9,000	0
1106	Teacher, Sub		
1107	Stipend, Certificated		
Complete Time Sheet Authorization Form			
1201	Counselor, Contractual		
1301	Director		
2101	Paraed, Positional	26,935	34735
2103	Paraed, Hourly		500
2201	Library Tech		
2203	Library Tech, Hourly		
Complete Time Sheet Authorization Form			
2401	Clerk, Positional		
2403	Clerk, Hourly		
Complete Time Sheet Authorization Form			
2903	Other Classified, Hourly		
SUBTOTAL		35,935	35235
Discretionary Funds			
4200	Other Books		
4300	Instructional Supplies	348	548
4300	Other Supplies		
4300	Parent Involvement		500
4400	Equip Not Captd(\$500-5000)		
5201	Mileage stipend		
5202	Travel/Conferences		
5300	Membership		
5600	Contracts, Rents, Repairs		
5601	Contracts, annual		
5710	Publications, District Office		
5717	Work Orders		
5719	Transportation		
5800	Consultants/Other Svcs		
5806	Technology Licenses		
5900	Communications		
6400	Equipment (over \$5,000)		
7310	Indirect		
SUBTOTAL		348	1048
Total:		36,283	36283
Principals Signature for Adjustment: <i>[Signature]</i> Date: <i>11-30-21</i> School Site Council Approval: (Chairman) <i>[Signature]</i> Date: <i>11-30-21</i> English Learner Advisory Committee Review <i>[Signature]</i> Date: <i>12-1-21</i> Director Special Projects Approval: <i>[Signature]</i> Date: <i>12/6/21</i>			

Mr 12/

2021-22 Site Based Program Budget

VUSD BUDGET: 2021/2022			
PROGRAM: Site Based Funds			
Site: Lemon Grove		Carryover	0
		Allocation	6,630
			0
			0
Resource = 0000		Total	6,630
Object #	Classification		
Personnel Costs and Benefits		Must reflect amounts on Staffing Charts	
Must reflect amounts on Staffing Charts		Current	Revise
1101	Teacher, Contractual		
1103	Teacher, Hourly		1500
1106	Teacher, Sub	1,653	
1107	Stipend, Certificated		
Complete Time Sheet Authorization Form			
1201	Counselor, Contractual		
1301	Director		
2101	Paraed, Positional		
2103	Paraed, Hourly		
2201	Library Tech		
2203	Hourly Child Care		
2203	Hourly Classified Support		
Complete Time Sheet Authorization Form			
2401	Clerk, Positional		
2403	Clerk, Hourly		
2406	Clerk, Hourly Sub		
Complete Time Sheet Authorization Form			
2903	Other Classified, Hourly		
2906	Other Classified, Sub		
SUBTOTAL		1,653	1500
Discretionary Funds			
4200	Other Books		
4300	Instructional Supplies	3,245	3398
4300	Other Supplies		
4400	Equip Not Captlzd(\$500-5000)		
5201	Mileage stipend		
5202	Travel/Conferences		
5300	Membership		
5600	Contracts, Rents, Repairs		
5601	Contracts, annual	1,732	1732
5710	Publications, District Office		
5717	Work Orders		
5719	Transportation		
5800	Consultants/Other Svcs		
5900	Communications		
6400	Equipment (over \$5,000)		
7310	Indirect		
SUBTOTAL		4,977	5130
Total:		6,630	6630
Principals Signature for Adjustment: <i>Luan Many</i> Date: <u>11-30-21</u> School Site Council Approval: (Chairman) <i>[Signature]</i> Date: <u>11/30/21</u> Director, Special Projects Approval: <i>[Signature]</i> Date: <u>12/6/21</u>			

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2021-22 Supplemental Program Budget

VUSD BUDGET: 2021/2022			
PROGRAM: Supplemental Funds			
Site: Lemon Grove	Resource = 0100	Carryover	0
		Allocation	36,936
		Total	36,936
Object #	Classification		
Personnel Costs and Benefits		<i>Must reflect amounts on Staffing Charts</i>	
<i>Must reflect amounts on Staffing Charts</i>		<i>Current</i>	<i>Revise</i>
1101	Teacher, Contractual		
1103	Teacher, Hourly	11,000	0
1106	Teacher, Sub		
1107	Stipend, Certificated		
<i>Complete Time Sheet Authorization Form</i>			
1201	Counselor, Contractual		
1301	Director		
2101	Paraed, Positional	2,646	13646
2103	Paraed, Hourly		
2201	Library Tech	18,693	18693
2203	Translation, Hourly		
<i>Complete Time Sheet Authorization Form</i>			
2401	Clerk, Positional		
2403	Clerk, Hourly		
<i>Complete Time Sheet Authorization Form</i>			
2903	Other Classified, Hourly		
SUBTOTAL		32,339	32339
Discretionary Funds			
4200	Other Books		
4300	Instructional Supplies	4,597	4597
4300	Other Supplies		
4400	Equip Not Captlzd(\$500-5000)		
5201	Mileage stipend		
5202	Travel/Conferences		
5300	Membership		
5600	Contracts, Rents, Repairs		
5601	Contracts, annual		
5710	Publications, District Office		
5717	Work Orders		
5719	Transportation		
5800	Consultants/Other Svcs		
5806	Technology Licenses		
5900	Communications		
6400	Equipment (over \$5,000)		
7310	Indirect		
SUBTOTAL		4,597	4597
Total:		36,936	36936
Principals Signature for Adjustment: <i>Jesus Martinez</i> Date: <i>11-30-21</i> School Site Council Approval: (Chairman) <i>Rodriguez</i> Date: <i>11-30-21</i> English Learner Advisory Committee Review <i>John F. Adams</i> Date: <i>12-1-21</i> Director, Special Projects Approval: <i>Delia Rodriguez</i> Date: <i>12/7/21</i>			

MC 12

School Parent/Home Compact

Lemon Grove School-Home Compact

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

As a student I realize that my education is important. I know I am the one responsible for my own success. Therefore, I agree that I will:

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

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

Therefore, I agree that I will:

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

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

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

Dear Lemon Grove School Parents/Guardians,

Attached you will find the School-Home Compact. Here at Lemon Grove School, we believe there are three parts to a student's academic success; the parent, the teacher, and the student themselves. Therefore we have include a student portion to this compact. We are also asking that you review all parts with your child and for students' 3rd-8th grade have your child sign the pledge as well as yourself. This signature page will be returned back to school and the School-Home Compact stays at home.

Thank you for helping us partner together for the success of your student.

Sincerely,

Susan Martinez, Principal & Lemon Grove Staff

Student Signature (3rd-8th grade)

Date

Parent/Guardian Signature

Date

Teacher Signature

Date

VUSD - Parent Involvement Policy

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

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

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

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

Title I Schools

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

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

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

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

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

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

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

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

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

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

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

Non-Title I Schools

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

VUSD Board Policy 6020, USC Title 20

Parent Involvement Policy

**Lemon Grove School
Parent Involvement Policy**

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

Policy Guidelines

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

Parent Involvement Calendar

July	January 03 School resumes 04 PAC Mtg 05 PTA Meeting 11 School Board Meeting 12 Make-up picture day 17 Martin Luther King Day - District closed 25 School Board Meeting 26 Special Ed District Advisory Committee 31 No School – In service Day
August 24 Kindergarten Orientation 25 First Day of School	February 01 PAC Mtg 02 PTA 03 LCAP Zoom mtg 05 Saturday Attendance School 08 School Board Meeting 11 100s Day of School 18 President's Day – DISTRICT CLOSED 21 Lincoln's Birthday Observed – DISTRICT CLOSED 22 School Board Meeting 25 Special Education District Advisory Committee
September 06 Labor Day – No School 07 Parent Advisory Committee (PAC) 07 School Board Meeting 16 Non Student contact day 21 School Board Meeting 23 School Site Council 24 SEDAC parent spec ed meeting 30 Lemon Grove Back-to-School Night	March TK-K Registration 01 PAC Mtg 02 PTA 05 Saturday Attendance School 08 School Board Meeting 17-22 Parent Conferences – Students' Early Dismissal 22 School Board Meeting 23 LCAP Zoom Mtg 25 Special Education District Advisory Committee
October October Bully Prevention Month 05 PAC mtg 06 PTA 07 LCAP Advisory Committee 07 School Site Council 12 Board of Education meeting 20 PICTURE DAY 21 School site Council 22 School celebration for Halloween 22 Special Education District Advisory Committee Wek of 25-29 FALL BREAK	April 04-08 Spring Break – NO SCHOOL 12 PAC Mtg 12 School Board Meeting 13 PTA 15 Board Holiday – DISTRICT CLOSED 21 School Site Council 26 School Board Meeting 29 Special Education District Advisory Committee
November Nov 1 – Dec 16, Coats 4 Kids donations 02 PAC mtg 03 PTA 04 School Site Council 05 Phoenix Friday – Veteran's Day Theme 05 School of Choice window opens 09 School Board Meeting 11 Veteran's Day – DISTRICT CLOSED 17-23 Parent Conferences (ALL grades) 17 ELAC meeting zoom 18 LCAP Advisory Committee 18 School Site Council 19 Phoenix Friday – Awards Assembly 19 Special Education District Advisory Committee 24 Non Student Contact Day – NO SCHOOL 25-26 Thanksgiving/Board Holiday – No School	May 03 PAC Mtg 04 PTA 10 School Board Meeting 12 LCAP Zoom Meeting 19 School Site Council 20 Special Education District Advisory Committee 24 School Board Meeting 30 – Memorial Day – DISTRICT CLOSED (State Testing Window April 19 – June 4)
December Cheers 4 Children Donations 01 PTA -04 Saturday Attendance School 07 PAC mtg 17 Phoenix Winter Carnival 20-31 Winter Break – NO SCHOOL	June 01 PTA 14 School Board Meeting 16 LAST DAY OF SCHOOL – MINIMUM DAY

Professional Development Plan

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

During the 2021-22 school year, teachers at Lemon Grove School will participate in the following trainings:

- NGSS New Adoption Curriculum
- ELLevation
- MAP/Illuminate Assessment
- Social Emotional Learning Communities of Practice
- Ethnic and Social Justice Studies Panels

2020-21 School Accountability Report Card

Published January 2022



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

SUSAN MARTINEZ, ED.D., PRINCIPAL
GRADES K-8

PRINCIPAL'S MESSAGE

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

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

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

School Mission & Vision

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

District Vision Statement

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

District Mission Statement

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

DISTRICT & SCHOOL DESCRIPTION

Ventura Unified School District

Ventura Unified School District is the third largest district in the county and located on the California coastline, 63 miles northwest of Los Angeles. More than 16,000 students in grades transitional kindergarten through twelve receive a rigorous, standards-based curriculum from dedicated and highly qualified professionals. The district is comprised of 17 elementary schools, 4 middle schools, and 5 high schools.

Board of Education

MATTHEW ALMARAZ
SABRENA RODRIGUEZ
AMY (YAMAMOTO) CALLAHAN
DR. JERRY DANNENBERG
VELMA LOMAX

District Administration

DR. ROGER RICE
SUPERINTENDENT

DR. ANTONIO CASTRO
ASSISTANT SUPERINTENDENT
EDUCATIONAL SERVICES

MR. BRETT TAYLOR
ASSISTANT SUPERINTENDENT
HUMAN RESOURCES

DR. REBECCA CHANDLER
ASSISTANT SUPERINTENDENT
BUSINESS SERVICES

This report contains information that may or may not have occurred either in person or via online platform in the 2019-20, 2020-21, and 2021-22 school years due to the ongoing COVID-19 pandemic. If you have any questions about any particular section of this document, please contact your school site administrator.

VENTURA UNIFIED SCHOOL DISTRICT

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



Lemon Grove School

Lemon Grove School serves students in kindergarten through grade five following a traditional calendar. At the beginning of the 2020-21 school year, 221 students were enrolled, including 32.1% in special education, 18.8% qualifying for English Language Learner support, 3.2% homeless youth, 0.5% migrant, and 71% qualifying for free or reduced price lunch.

Student Enrollment by Student Group and Grade Level 2020-21			
Student Group	% of Total Enrollment	Grade Level	#
Female	42.5%	Kindergarten	49
Male	57.5%	Grade 1	26
Non-Binary	0.0%	Grade 2	33
American Indian or Alaskan Native	0.0%	Grade 3	41
Asian	0.9%	Grade 4	36
Black or African American	2.7%	Grade 5	36
Filipino	0.0%		
Hispanic or Latino	56.6%		
Native Hawaiian or Pacific Islander	0.0%		
Two or More Races	4.5%		
White	35.3%		
English Learners	18.6%		
Foster Youth	0.0%		
Homeless	3.2%		
Migrant	0.5%		
Socioeconomically Disadvantaged	71.0%		
Students with Disabilities	32.1%	Total Enrollment	221

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

Lemon Grove School also shares its campus with the Homestead Program which is an alternative education program for K-8 students who flourish in an individualized self-paced, instructional setting.

LOCAL CONTROL ACCOUNTABILITY PLAN (LCAP)

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

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

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

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

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

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

- Pupil outcomes in the subject area of physical education

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

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

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

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

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

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

PARENT INVOLVEMENT

Parents are encouraged to get involved in their child's learning environment either by volunteering in the classroom, participating in a decision-making group, helping to run school activities or simply by attending school events. Parents stay informed on upcoming events and school activities through classroom parent letters, ParentSquare, parent meetings, the school website, principal newsletters, and the marquee. Contact the school office or the school office manager, Cheri Carney, at (805) 289-1817 for more information on how to become involved in your child's learning environment.

Opportunities to Volunteer

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

Opportunities for learning more about your children & their school:

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

STUDENT ACHIEVEMENT

California Assessment of Student Performance and Progress (CAASPP)

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

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

Physical Fitness

In the spring of each year, Lemon Grove School is required by the state to administer a physical fitness test to all students in fifth and seventh grade. The physical fitness test measures each student's ability to complete six fitness tasks in six major areas. Students that either meet or exceed the standards in all six fitness areas are considered to be physically fit or in the "healthy fitness zone." Comparative District and state results can be found at the CDE's website www.cde.ca.gov/ta/tg/pf/.

California Physical Fitness Test Results			
2020-21			
% of Standards Met:			
	4 of 6	5 of 6	6 of 6
Grade Level			
Fifth	N/A	N/A	N/A

Note: Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data is reported.

SCHOOL FACILITIES & MAINTENANCE

The district takes great efforts to ensure that all schools are clean, safe, and functional through proper facilities maintenance and campus supervision. Lemon Grove School's original facilities were built in 1956; ongoing maintenance and campus improvements ensure facilities remain up to date and provide adequate space for students and staff. District maintenance and site custodial staff ensure that the repairs necessary to keep the school in good condition are completed in a timely manner. A work order process is used by school and district staff to communicate non-routine maintenance requests. Emergency repairs are given the highest priority. During the 2020-21 and 2021-22 school years, the following campus repairs or improvements took place:

2020-21 Campus Improvements:

- Creation of innovation lab
- New playground
- New student furniture in all classrooms
- New outside picnic tables
- New paint scheme on doors, new mural and new backpack hooks

2021-22 Campus Improvements:

- New teacher furniture in all classrooms

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

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

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

California Assessment of Student Performance and Progress Test Results in Science

All Students

Percentage of Students Meeting or Exceeding the State Standards

	Lemon Grove		VUSD		CA	
	19-20	20-21	19-20	20-21	19-20	20-21
Science (Grades 5, 8, & 10)	N/A	17.24	N/A	30.74	N/A	28.72

Note: The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

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

Percentage of Students Meeting or Exceeding the State Standards

	Lemon Grove		VUSD		CA	
	19-20	20-21	19-20	20-21	19-20	20-21
English Language Arts/Literacy	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A	N/A	N/A	N/A

*Note: The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.*

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

2020-21

	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students Tested	36	29	80.56	19.44	17.24
Female	20	17	85	15	23.53
Male	16	12	75	25	8.33
American Indian or Alaskan Native					
Asian	--	--	--	--	--
Black or African American					
Filipino					
Hispanic or Latino	22	18	81.82	18.18	11.11
Native Hawaiian or Pacific Islander					
Two or More Races	--	--	--	--	--
White	12	9	75	25	--
English Learners	--	--	--	--	--
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged	18	14	77.78	22.22	14.29
Students Receiving Migrant Education Services					
Students with Disabilities	17	12	70.59	29.41	0

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

2020-21

	English Language Arts/Literacy					Mathematics				
	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students Tested	108	88	81.48	18.52	29.55	108	88	81.48	18.52	22.99
Female	48	43	89.58	10.42	32.56	48	43	89.58	10.42	23.26
Male	60	45	75	25	26.67	60	45	75	25	22.73
American Indian or Alaskan Native										
Asian	--	--	--	--	--	--	--	--	--	--
Black or African American	--	--	--	--	--	--	--	--	--	--
Filipino										
Hispanic or Latino	57	46	80.7	19.3	19.57	57	46	80.7	19.3	8.89
Native Hawaiian or Pacific Islander										
Two or More Races	--	--	--	--	--	--	--	--	--	--
White	44	35	79.55	20.45	45.71	44	35	79.55	20.45	42.86
English Learners	17	15	88.24	11.76	0	17	15	88.24	11.76	6.67
Foster Youth										
Homeless										
Military										
Socioeconomically Disadvantaged	58	48	82.76	17.24	27.08	58	48	82.76	17.24	21.28
Students Receiving Migrant Education Services	--	--	--	--	--	--	--	--	--	--
Students with Disabilities	41	31	75.61	24.39	3.23	41	31	75.61	24.39	3.33

Note: N/T values indicate this school did not test students using the CAASPP for ELA.

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

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

Campus Supervision

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

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

School Site Safety Plan

The Comprehensive School Site Safety Plan was developed for Lemon Grove School in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, dress code policy, and bully prevention policy. The school's most recent school safety plan was reviewed, and updated in November 2021, and shared with school staff by December 2021.

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

Facilities Inspections

The district's maintenance department inspects Lemon Grove School on an annual basis in accordance with Education Code §17592.72(c) (1). Lemon Grove School uses a school site inspection survey to identify unsafe or hazardous conditions and facility improvement needs. The most recent school inspection took place on July 12, 2021. During fiscal year 2020-21, all restrooms were fully functional and available for student use at the time of the inspection.

CLASSROOM ENVIRONMENT

Discipline & Climate for Learning

Lemon Grove School's promotes positive behavior expectations. Teachers clearly identify and explain behavior expectations to their students and discuss consequences for poor or disruptive behavior in the classroom. The principal leads a school rules assembly at the beginning of each school year and halfway through the school year. Behavior expectations are reinforced with students throughout the year.

Lemon Grove School employs a progressive approach in managing students who make poor choices in behavior, do not follow school rules, or are disruptive in the classroom.

Suspensions & Expulsions by Student Group (2020-21)		
Student Group	Suspensions Rate	Expulsions Rate
All Students	0.0%	0.0%
Female	0.0%	0.0%
Male	0.0%	0.0%
Non-Binary	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%
Asian	0.0%	0.0%
Black or African American	0.0%	0.0%
Filipino	0.0%	0.0%
Hispanic or Latino	0.0%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%
Two or More Races	0.0%	0.0%
White	0.0%	0.0%
English Learners	0.0%	0.0%
Foster Youth	0.0%	0.0%
Homeless	0.0%	0.0%
Socioeconomically Disadvantaged	0.0%	0.0%
Students Receiving Migrant Education Services	0.0%	0.0%
Students with Disabilities	0.0%	0.0%

	Suspensions and Expulsions								
	Lemon Grove			VUSD			CA		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Suspensions	1.50%	0.78%	0.00%	2.70%	2.53%	0.17%	3.60%	0.00%	0.20%
Expulsions	0.00%	0.00%	0.00%	0.05%	0.10%	0.01%	0.08%	0.00%	0.00%

The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Data collected during the 2020-2021 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

School Facility Good Repair Status				
Item Inspected		Repair Status		
Inspection Date: July 12, 2021				Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems	✓			
Interior Surfaces	✓			K1 & K2 - Chipped paint around door frame in K2; Classroom 1, Classroom 2, Classroom3, Classroom 4, Classroom 5 - Door frame needs painting; Kitchen/Cafeteria - Stained ceiling tiles
Cleanliness	✓			Classroom 1 - Ceiling stains; Classroom 3 - Wall above sink needs painting; Classroom 6 - Exterior door frame needs painting; Classroom 11, Classroom 14 - Door frame needs painting; Classroom 21 - Paint on front exterior over hang is peeling
Electrical	✓			Room C - Hole in exterior electrical box
Restrooms/Fountains	✓			
Safety	✓			
Structural	✓			
External	✓			Admin - Front door jamb has dry rot; Wing 1-5 Boys RR - Concrete near bottom of door is damaged; Classroom 15 - Trees need to be trimmed away from the buildings
Overall Summary of School Facility Good Repair Status				
Exemplary Good Fair Poor				
Overall Summary		✓		

Percentage Description Rating:

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

Chronic Absenteeism by Student Group (2020-21)				
Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	237	226	57	25.2
Female	99	95	22	23.2
Male	138	131	35	26.7
American Indian or Alaska Native	2	2	0	0
Asian				
Black or African American	6	6	2	33.3
Filipino				
Hispanic or Latino	130	124	38	30.6
Native Hawaiian or Pacific Islander				
Two or More Races	10	10	2	20
White	89	84	15	17.9
English Learners	44	44	16	36.4
Foster Youth				
Homeless	7	7	4	57.1
Socioeconomically Disadvantaged	164	159	50	31.4
Students Receiving Migrant Education Services	1	1	1	100
Students with Disabilities	79	75	25	33.3

- Distance Learning Plans
- Elementary Resource
- English Learner Support and Review and ELPAC
- Facilitated Canvas Course Customization Support (Special Education)
- GATE Icons
- Google Basics
- Grade Level Meetings with District Lesson Builders
- Paraeducator Role during Distance Learning
- Positive Behavioral Interventions & Supports
- Screen Casting with Screencastify
- Sonday Reading
- Video Conferencing
- Utilizing Behavioral Strategies from the Family Guide to Distance Learning
- Zoom and Google Meet
- Videoconferencing

2021-22 Trainings:

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

Supplemental site-based training takes place during faculty, grade level, and department meetings. The principal identifies teacher training needs based upon parent survey results, teacher input, teacher evaluations, and the Healthy Kids Survey. During the 2020-21 school year, Lemon Grove School's staff development activities concentrated on:

- ELlevation
- Ethnic and Social Justice Studies Panels
- MAP/Illuminate Assessment
- NGSS New Adoption Curriculum
- Social Emotional Learning Communities of Practice

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

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

Staff members are encouraged to attend professional workshops and conferences. New teachers, experienced teachers, mentor/teacher leaders, administrators, and support staff are encouraged to participate in workshops

Class Size

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

Average Class Size and Class Size Distribution				
2018-19				
Grade Level	Average Class Size	Number of Classes*		
		1-20	21-32	33+
K	18.0	3	2	
1	22.0		1	
2	24.0		1	
3	19.0	1	1	
4	27.0		2	
5	21.0	2	2	
2019-20				
K	26.0		2	
1	27.0		1	
2	19.0	2		
3	50.0			1
4				
5	32.0		1	
2020-21				
K	21.0	1	1	
1	23.0		1	
2	24.0		1	
3	52.0			1
4	14.0	2		
5	31.0	1	1	

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

** "Other" category is for multi-grade level classes.

The "K" number of students shown in the chart above includes both TK and kindergarten numbers.

Chronic Absenteeism

The following chart identifies the chronic absenteeism rates by student group for Lemon Grove School for the 2020-21 school year. A "chronic absentee" has been defined in EC Section 60901(c)(1) as "a pupil who is absent on 10 percent or more of the school days in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays."

CURRICULUM & INSTRUCTION

Staff Development

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

During the 2019-20, 2020-21, and 2021-22 school years, the teachers at Lemon Grove School had the opportunity to participate in districtwide staff development training focused on:

2019-20 Trainings:

- History-Social Science
- Next Generation Science Standards
- School Safety
- Special Education
- Strategies for Formative Assessments
- Technology Training
- Universal Design for Learning

2020-21 Trainings:

- Behavior Team's Role during Distance Learning (Special Education)
- Canvas Basics & Gradebook

sponsored by the Ventura County Superintendent of Schools as well as the Ventura Unified School District. Profession and subject specific offerings are consistent with the California Content Standards. Classified support staff may receive job-related training from district representatives; training activities and workshops are designed to enhance and extend job performance.

Instructional Materials

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

Ventura Unified School District is currently piloting History-Social Science curriculum in the 2021-22 school year with adoption and implementation anticipated for the 2022-2023 school year. Currently, supplemental bridge materials are being used to support the implementation of the new History-Social Science state framework.

On September 21, 2021, the Ventura Unified School District Board of Education held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Education adopted Resolution #21-25 which certifies as required by Education Code §60119 (1) that textbooks and instructional materials were provided to all students, including English Learners, in the district to the extent that each pupil, including English Learners, has a standards-aligned textbook and/or instructional materials to use in class and to take home, which may include materials in a digital format but shall not include photocopied sheets from only a portion of a textbook or instructional materials copied to address a shortage, (2) that all students who are enrolled in the same course within the district have standards-aligned textbooks or instructional materials from the same adoption cycle, (3) sufficient textbooks and instructional materials were provided to each student, including English Learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in math, science, history-social science, and English/Language Arts, including the English Language Development component of an adopted program, 4) sufficient textbooks or instructional materials were provided to each pupil enrolled in foreign language or health classes, and 5) sufficient laboratory science equipment was available for science laboratory classes offered in grades 9-12, inclusive.

In addition to core subject areas, districts are required to disclose in their SARC's the sufficiency of instructional materials used for their visual/performing arts curricula. During the 2021-22 school year, Ventura Unified School District provided each student, including English Learners, enrolled in a visual/performing arts class with a textbook or instructional materials to use in class and to take home. These materials complied with the state's content standards and curriculum frameworks.

Textbooks			
Year Adopted	From Most Recent State Adoption?	Publisher and Series	Percent of Pupils Who Lack Their Own Assigned Textbooks and/or Instructional Materials
Reading/Language Arts			
2016	Yes	Benchmark Education Company: <i>Benchmark Advanced</i>	0%
2018	Yes	Houghton Mifflin/Scholastic: <i>Big Day</i>	0%
2017	Yes	Houghton Mifflin Harcourt: <i>The Real Book</i>	0%
2017	Yes	McGraw Hill Education: <i>StudySync</i>	0%
2019	Yes	Houghton Mifflin: <i>Read 180</i>	0%
Math			
2017	Yes	Houghton Mifflin: <i>Math Expressions</i>	0%
2018	Yes	Houghton Mifflin/Scholastic: <i>Big Day</i>	0%
2016	Yes	McGraw Hill Education: <i>California Math, Course 1, 2 & 3 - Volumes 1 & 2</i>	0%
2016	Yes	CPM: <i>Core Connections, Course 1, 2 & 3</i>	0%
Science			
2021	Yes	McGraw Hill: <i>California Inspire Science</i>	0%
2018	Yes	Houghton Mifflin/Scholastic: <i>Big Day</i>	0%
2020	Yes	McGraw Hill: <i>California Inspire Science (Grades 6-8)</i>	0%
Social Science			
2007	Yes	Pearson-Scott Foresman: <i>History Social Science for California</i>	0%
2007	Yes	Glencoe/McGraw Hill: <i>Discovering Our Past, Ancient Civilization</i>	0%
2007	Yes	Glencoe/McGraw Hill: <i>Discovering Our Past, Medieval and Early Modern Times</i>	0%
2007	Yes	Glencoe/McGraw Hill: <i>Discovering Our Past, The American Journey to WWII</i>	0%
2018	Yes	Houghton Mifflin/Scholastic: <i>Big Day</i>	0%

PROFESSIONAL STAFF

Counseling & Support Staff

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

Academic Counselors and Other Support Staff		
2020-21		
	No. of Staff	FTE*
Academic Counselor	0	0.0
Psychologist	1	0.5
School Nurse	As needed	
Speech Therapists	2	1.0
Health Technician	1	0.5
School Counselor	1	0.5

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

Teacher Assignment

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

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

Teachers Without Credentials and Misassignments (Considered "Ineffective" under ESSA) / Authorization/Assignment (2019-20)	Number
Permits and Waivers	
Misassignments	
Vacant Positions	
Total Teachers Without Credentials and Misassignments	

Credentialed Teachers Assigned Out-of-Field (Considered "out-of-field" under ESSA) / Indicator (2019-20)	Number
Credentialed Teachers Authorized on a Permit or Waiver	
Local Assignment Options	
Total Out-of-Field Teachers	

Class Assignments / Indicator (2019-20)	Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	
No credential, permit or authorization to teacher (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

Note: For more information, refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>

Teacher Preparation and Placement / Authorization/Assignment (2019-20)	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("Ineffective" under ESSA)						
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)						
Unknown						
Total Teaching Positions						

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

SARC DATA

DataQuest

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

California School Dashboard

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

Internet

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

Disclosure

The statistical information disclosed in this report is obtained from the California Department of Education and the Ventura Unified School District. At the time of publication, this report met all SARC-related state and federal requirements, using the most current data available. Data to prepare the instructional materials sections was acquired in October 2021 and the school facilities section was acquired in November 2021.

DISTRICT EXPENDITURES

Salary & Budget Comparison

State law requires comparative salary and budget information to be reported to the general public. For comparison purposes, the State Department of Education has provided average salary data from school districts having similar average daily attendance throughout the state. (Note: 2019-20 salary comparison data was the most recent data available at the time this report was published.)

Expenditures Per Student

For the 2019-20 school year, Ventura Unified School District spent an average of \$11,605 of total general funds to educate each student (based on 2019-20 audited financial statements and in accordance with calculations defined in Education Code §41372). The table in this report 1) compares the school's per pupil expenditures from unrestricted (basic) and restricted (supplemental) sources with other schools in the district and throughout the state, and 2) compares the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding expenditures and salaries can be found at the CDE web site at www.cde.ca.gov/ds/fd/ec/ and www.cde.ca.gov/ds/fd/cs/. (The figures shown in the following table reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

Teacher and Administrative Salaries 2019-20		
	VUSD	State Average of Districts in Same Category
Beginning Teacher Salary	49,017	52,562
Mid-Range Teacher Salary	69,145	83,575
Highest Teacher Salary	95,772	104,166
Average Principal Salaries:		
Elementary School	117,712	131,875
Middle School	122,293	137,852
High School	139,903	150,626
Superintendent Salary	228,637	260,243
Percentage of Budget For:		
Teacher Salaries	32	34
Administrative Salaries	5	5

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

Expenditures Per Pupil and School Site Teachers Salaries 2019-20					
Dollars Spent Per Student					
Expenditures Per Pupil	Lemon Grove	VUSD	% Difference - School and District	State Average for Districts of Same Size and Type	% Difference - School and State
Total Restricted and Unrestricted	9,292	N/A	N/A	N/A	N/A
Restricted (Supplemental)	3,302	N/A	N/A	N/A	N/A
Unrestricted (Basic)	5,990	6,041	99.2%	8,444	70.9%
Average Teacher Salary	55,689	78,453	N/A	86,376	N/A

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

In addition to general fund state funding, Ventura Unified School District receives state and federal categorical funding for special programs. For the 2019-20 school year, the district received categorical, special education, and support programs funds for:

- After School Education and Safety (ASES)
- Classified School Employee Summer Assistance Program
- Career and Technical Education Programs
- Career Technical Education Incentive Grant Program
- Department of Rehabilitation
- Education Protection Account
- Immediate Aid to Restart School Operations
- Indian Education
- Lottery: Instructional Materials
- Medi-Cal Billing Option
- On-Behalf Pension Contributions
- Other Federal Funds
- Other Local: Locally Defined
- Special Education
- State COVID Relief Funding
- State Lottery
- Strong Workforce Program
- Title I, II, III, IV
- Tobacco-Use Prevention Education

School Site Council Bylaws

***School Site Council
Bylaws***

Lemon Grove School – Approved 10/23/2019

Updated 11/06/2019

Updated to reflect new school name 9/23/2021

Article 1

Duties of the School Site Council

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

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

Article 2

Members

Section A: Composition

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

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

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

Section B: Term of Office

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

Section C: Voting Rights

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

Section D: Termination of Membership

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

Section E: Transfer of Membership

Membership on the council may not be assigned or transferred.

Section F: Vacancy

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

**Article 3
Officers**

Section A: Officers

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

The chairperson shall:

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

The vice-chairperson shall:

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

The secretary shall:

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

Section B: Election and Terms of Office

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

Section C: Removal of Officers

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

Section D: Vacancy

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

**Article 4
Committees**

Section A: Standing and Special Committees

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

The purpose of these committees is to:

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

Section B: Standing and Special Committee Membership

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

Section C: Standing and Special Committee Term of Office

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

Section D: Standing and Special Committee Rules

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

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

Section A: Meetings

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

Section B: Place of Meetings

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

Section C: Notice of Meetings

Written public notice shall be given of all meetings at least 48 hours in advance of the meeting. Changes in the established date, time or location shall be given special notice. All meetings shall be publicized in the following venue: Office Door

All required notices shall be delivered to SSC and committee members no less than forty-eight hours, and no more than 7 days in advance of the meeting, personally or by mail or by e-mail.

Section D: Quorum

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

Section E: Conduct of Meetings

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

Section F: Meetings Open to the Public

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

Section G: Communication with the Local Board of Education

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

Section H: Uniform Complaint Procedures

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

Article 6

Amendments

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

2021-2022