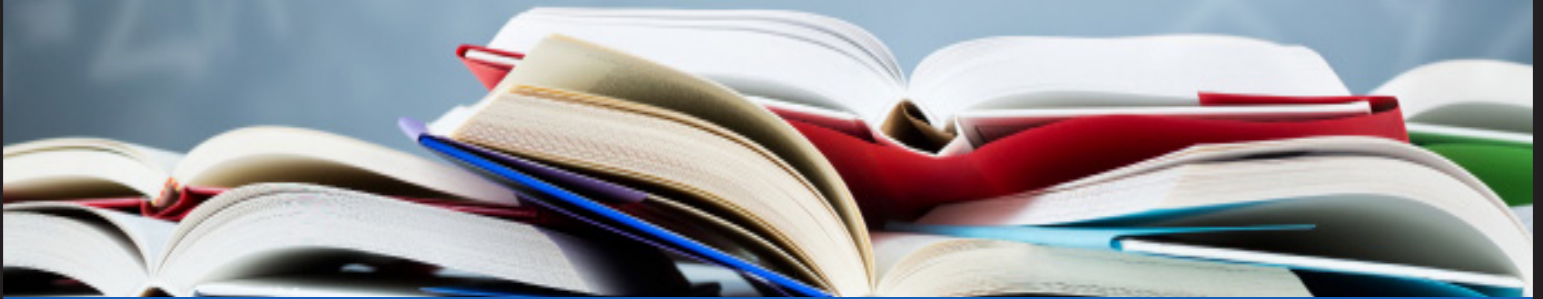


# Ventura Unified School District School Plan for Student Achievement



**Lemon Grove School**

56 72652 6056055

## Contact Information:

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**Fiscal Year 2022-2023**

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

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

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

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

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

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

Susan Martinez, Principal  
Lemon Grove School  
450 Valmore Avenue  
Ventura, CA 93003  
(805) 289-1817  
[susan.martinez@venturausd.org](mailto:susan.martinez@venturausd.org)

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 2022-23 School Site Council consists of the following members:

<b>Name of Members</b>	<b>Principal</b>	<b>Certificated Staff</b>	<b>Classified Staff</b>	<b>Parent or Community Member</b>	<b>Student</b>
Susan Martinez	X				
Jane Boyd		X			
Julie Crawford		X			
Shauna Peoples		X			
April SantaLucia			X		
Tori Diorio				X	
Kristina Lopez				X	
Su-lin Rubalcava				X	
Tasha Salas				X	
Cailin Padgett					1
Number of members in each category	1	3	1	4	1

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

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

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

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

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

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


## Recommendations and Assurances

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

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

English Learner Advisory Committee

Signature of Authorized  
Representative



- 4) The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
- 5) This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
- 6) This SPSA was adopted by the SSC at a public meeting on: 12-1-22

Attested:

  
Susan Martinez, Principal

12-2-22  
Date

  
SSC Chairperson

12-14-22  
Date



## **District information**

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### **District Profile**

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

During the 2021-22 school year, Ventura Unified School District served 15,359 students in grades TK-12 including 11.9% students with disabilities, 16.5% English learners, 55.5% socioeconomically disadvantaged, 0.3% migrant education, 3.4% homeless, and almost 0.4% identified as foster youth.

### **District Promise**

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

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

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

### **District Pillars**

We are committed to providing:

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

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

**For the future of every student.**

### **District Vision**

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

### **District Mission**

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

### **District Governing Principles**

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

## School Information

During the 2021-22 school year, Lemon Grove School served 250 students in grades TK-8 residing in the midtown area of Ventura. Student enrollment included 30% students with disabilities, 13.6% English learners, 71.2% socioeconomically disadvantaged, 0.4% migrant, 0.4% foster youth, and 4.8% homeless youth.

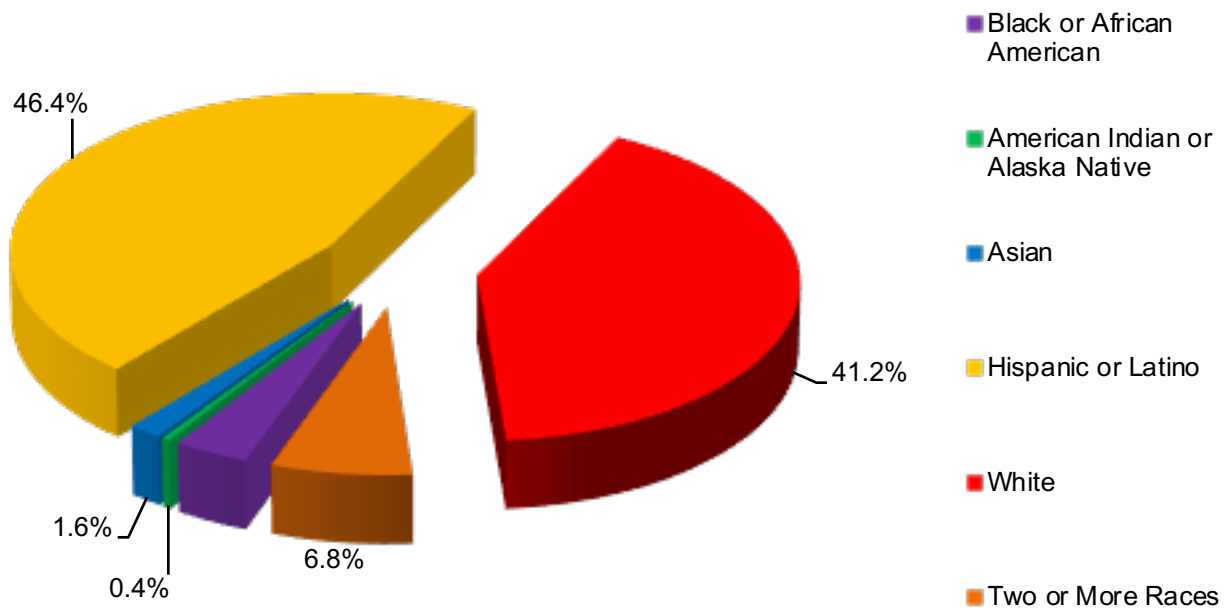
Lemon Grove School offers four special day classes, two Open Classrooms (K-5), nine traditional elementary classrooms, and two classrooms for Homestead School, a home school program serving 30 students K-8. More than 50 students are enrolled through intra/inter transfers.

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

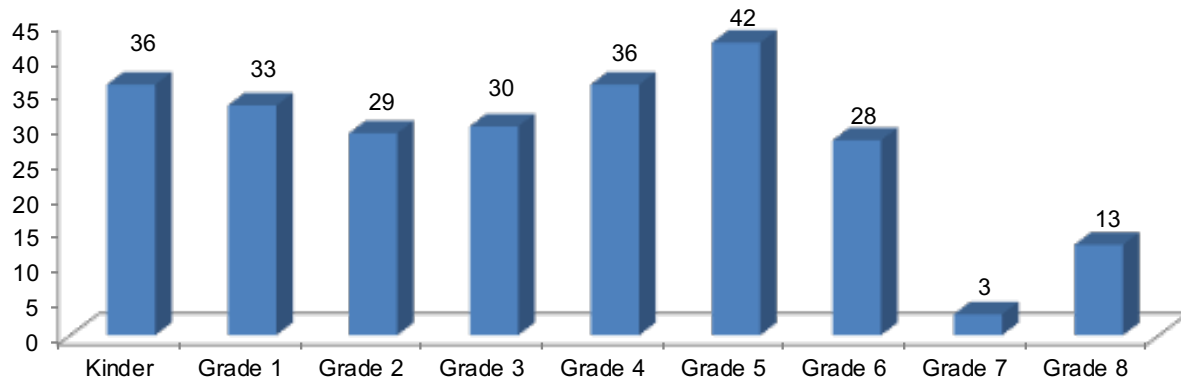
## School Mission

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

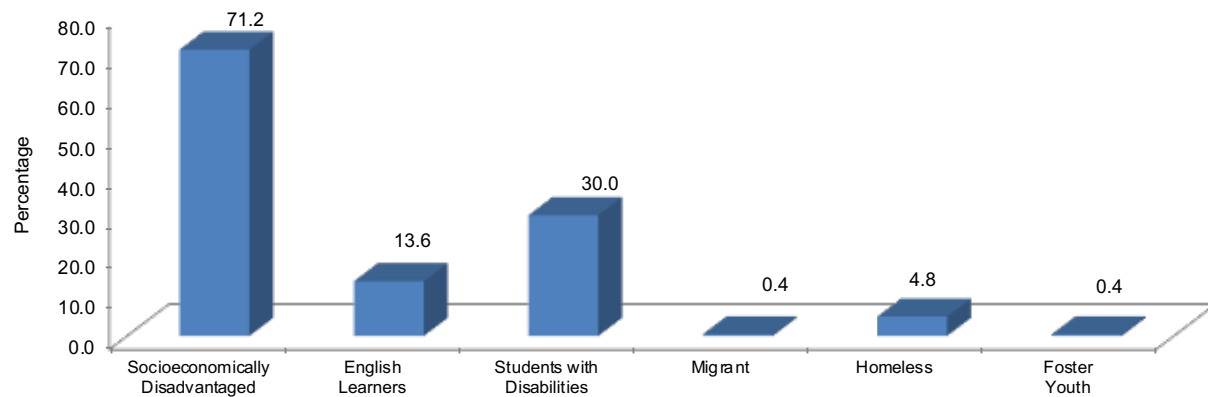
## Student Enrollment by Ethnicity – 2021-22



Student Enrollment by Grade – 2021-22



Student Enrollment by Student Group – 2021-22



### 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
    - Sunset School

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

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

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

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

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

### Community Resource Guide

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

- 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	12-1-22	

## Purpose and Description

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

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

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

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

## Stakeholder Involvement

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

- Involvement Process for the SPSA and Annual Review and Update

Personnel Involved:	Date:
School Site Council	10-6-22, 10-20-22, 11-3-22, 11-17-22, 12-1-22
School Leadership Team	10-5-22, 10-19-22, 11-2-22, 11-30-22
Parent Teacher Association	9-7-22, 10-5-22, 11-2-22
English Learner Advisory Committee	9-14-22, 10-12-22, 11-09-22

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

● **Annual Measurable Outcomes:**

<b>Metric/Indicator</b>	<b>Baseline/Actual Outcome</b>	<b>Expected Outcome</b>
CAASPP 2022 English Language Arts Overall	28.84%	50%
CAASPP 2022 English Language Arts – Reading (Above standard & Near Standard)	61.54%	75%
CAASPP 2022 English Language Arts – Writing (Above standard & Near Standard)	48.72%	60%
CAASPP 2022 English Language Arts – Listening (Above standard & Near Standard)	76.92%	80%
CAASPP 2022 English Language Arts – Research/Inquiry (Above standard & Near Standard)	64.74%	75%
CAASPP 2022 Mathematics –Overall	27.57%	50%
CAASPP 2022 Mathematics –Concepts & Procedures (Above standard & Near Standard)	52.56%	60%
CAASPP 2022 Mathematics –Problem solving and Modeling & Data Analysis (Above standard & Near Standard)	57.05%	70%
CAASPP 2022 Mathematics –Communicating Reasoning (Above standard & Near Standard)	67.31%	75%

**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 data, student outcomes on the English language arts assessment show all students need additional support in the area of reading and writing.

**Strategy/Activity**

- To increase reading skills, students will have access to a variety of books at their independent reading level.
- Specific time will be built into the class schedule for independent reading
- Books will be available for students to take home for more practice
- STAR reading program will be used by 1<sup>st</sup> -5<sup>th</sup> grade to monitor and identify student current reading level
- Accelerated Reading program will be used by 1<sup>st</sup> -5<sup>th</sup> grade to support reading comprehension
- Starfall computer program for TK-3 grade
- Writing curriculum will be explored, with the goal of selecting a curriculum focused on explicit writing skills
- Library tech will support teachers with STAR and Accelerated Reading program
- Library tech will support students in selecting good-fit books
- Teacher PD to develop lessons attached to novels
- Professional development for certificated with the focus on reading/writing

Intervention support from intervention teacher and/or additional classroom support

**Proposed Expenditures for this Strategy/Activity**

<b>Amount(s)</b>	<b>Source(s)</b>
\$500 Starfall reading program	Title 1
\$2,600 Accelerated Reading/STAR program	Restricted Lottery
\$5,000 Certificated professional development	Supplemental Funds
\$19,500 Library Tech support	Supplemental Funds
\$10,000 Writing curriculum	Title 1
\$37,062 Paraeducators	Title 1

**Strategy/Activity 2**

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

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

When reviewing CAASPP data student outcomes on the mathematics assessment all of our students need additional support in the area Concepts and Procedures.

**Strategy/Activity**

- Utilize online math curriculum resources to support individualized learning skills
- Ipad apps for math skills (TK-1<sup>st</sup>)
- Explicitly teach math language and vocabulary
- Students practice core math skills through games
- Intervention support from intervention teacher and/or additional classroom support
- Math hands-on learning materials
- Fact Fluency- reflex computer program

**Proposed Expenditures for this Strategy/Activity**

<b>Amount(s)</b>	<b>Source(s)</b>
\$1,000 iPad apps	Title 1
\$1,000 Math hands-on materials	Title 1
\$3,500 Reflex computer program math fluency	Supplemental

**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 data student outcomes on the language arts and mathematics all of our students need support in all areas.

**Strategy/Activity**

- Cross-grade level collaboration for identifying key standards needed for each grade level
- Afterschool help with homework or tutoring
- Morning help (homework/tutoring)
- Create a homework club
- Increase intervention teacher from 70% to full time. The full time could be one teacher or 2 half-time teachers and/or additional adult support

**Proposed Expenditures for this Strategy/Activity**

<b>Amount(s)</b>	<b>Source(s)</b>
\$2,000 Hourly Teacher/Sub	Supplemental

**Annual Review:**

**SPSA Year Reviewed: 2021-22**

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.

There were 18 areas of indicators used for the annual measurable outcomes. Of the 18 areas there were only 5 areas that met or exceeded the expected outcome: CAASPP 2021 English Language Arts -4<sup>th</sup> grade, Measures of Academic Progress (MAP) assessment Fall 2021 English Language Arts -2<sup>nd</sup> grade, Measures of Academic Progress (MAP) assessment Fall 2021 Mathematics -2<sup>nd</sup> grade, Measures of Academic Progress (MAP) assessment Fall 2021 Mathematics – 3<sup>rd</sup> grade, and Measures of Academic Progress (MAP) assessment Fall 2021 Mathematics- 5<sup>th</sup> grade.

When compared to the 2021 actual outcome, there are 12 areas that showed a growth in the 2022 school year. The extra adult support in the classes allowed for smaller class activities to differentiate the instructions. Student intervention utilized the Sonday System. There was also the use of the learning technology with MobyMax, Starfall, and Accelerated Reader.

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

The books and math games were purchased. Ordering and processing the books took some time and has not been utilized by students and teachers. This school year, 2022-2023, the additional learning materials will be used in the classrooms. The expense for the extra adult support was partially covered by district funds and it allowed more books to be purchased.

MobyMax was used as a technology math tool, teachers found that using the technology part of the current adopted math curriculum had a stronger connection to the learning lessons for students.

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

In updating the strategies in this goal for the 2022-2023 school year, we will continue to create class routines that offer enriching times for reading and practicing math concepts through game-based learning. With district professional development focus on new curriculum and other areas in education, there was not professional development focus specific to the school site.

CAASPP data will continued to be used as an indicator for this year. After using the MAP system for the year, there is some concern on the data not capturing the true level of students. It may be a benefit to use Accelerated Reader along with assessments in the curriculum as a metric indicator for student learning.

**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:

<b>Metric/Indicator</b>	<b>Baseline/Actual Outcome</b>	<b>Expected Outcome</b>
Behavior documentation by staff member (could be reported student, parent/guardian, staff member)	Documentation of incidents from January-March	Decrease in behaviors when compared number of incidents in January –March to April – June

**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.

**Strategy/Activity**

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

**Proposed Expenditures for this Strategy/Activity**

<b>Amount(s)</b>	<b>Source(s)</b>
\$44,618 School Counselor	Title 1 (pre-allocated)
\$1,000 Materials and items	Supplemental

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

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

All students will be served by offering interest-based activities

**Strategy/Activity**

- Offer clubs/activities to bring students together with similar interests
- Creating opportunities for students to come together for socialization
- Look at different scheduling times for the clubs/activities, such as recess, lunch, during the day, afterschool
- Include staff, families, community in facilitating club/activity

**Proposed Expenditures for this Strategy/Activity**

<b>Amount(s)</b>	<b>Source(s)</b>
\$1,000 activity materials	Title 1
\$2,000 equipment for social play	Supplemental
\$2,000 hourly staff	Supplemental

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

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

All students will be served by the defined and commutated school-wide expectations.

**Strategy/Activity**

- School defines clear behavior expectations for interaction with others.
- The focus is on problem solving, conflict strategies and consistent responses to unaccepted or unsafe behaviors.
- School expectations are communicated with all staff, students, and families.

**Proposed Expenditures for this Strategy/Activity**

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

**Annual Review:**

**SPSA Year Reviewed: 2021-22**

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.

Students had whole class lessons with the school-board adopted curriculum social/emotional from Second Step from the teacher. School counselor delivered whole class lessons, along with small group lessons. Three times a year there were student award assemblies to recognize positive student traits. Weekly school events allowed students to interact with students across grade-levels.

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

There were no major differences between the intended implementation

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

In goal 2 for 2022-2023 building a routine and system to focus on students being highlighted for specific positive acts, either behavior or academics.

**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:

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

**Strategy/Activity 1**

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

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

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

**Strategy/Activity**

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

Use different communication methods to share volunteer opportunities with parents/guardians.

**Proposed Expenditures for this Strategy/Activity**

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



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

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

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

**Strategy/Activity**

Host informational meetings for parents to learn and share on specific topics.

Professional presentations on topic of interest

Create a communication tool for families to share community events that allows for involvement outside of school.

Survey to families of interest in events with the purpose of building the connection to other families at the school (holiday event, game/play at school) What events could we improve/expand on to include parents and/or something we can do that they would love to see at school.

**Proposed Expenditures for this Strategy/Activity**

<b>Amount(s)</b>	<b>Source(s)</b>
\$500 child care for in person meetings	Title 1
\$5,000 Professional presentations	Supplemental

**Annual Review:**

**SPSA Year Reviewed: 2021-22**

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.

A survey was sent home to all parents/guardians (electronic survey and paper copy). We had 45% of our families complete the survey.

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

None

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

From the results, the 2022-2023 Goal 3 will include strategies for increasing family involvement.

**Budget**

**Other Federal, State and Local Funds**

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

<b>Federal Programs</b>	<b>Allocation (\$)</b>
Title I 2022-23 Pre-Allocation	\$81,680.00
Title I 2022-23 Allocation	\$14,480.00

Subtotal of additional federal funds included for this school: **\$96,160.00**

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

<b>State or Local Programs</b>	<b>Allocation (\$)</b>
Site-Based Funds 2021-22 Carryover	\$986.00
Site-Based Funds 2022-23 Allocation	\$13,750.00
Supplemental Funds 2021-22 Carryover	\$1,896.00
Supplemental Funds 2022-23 Allocation	\$42,130.00

Subtotal of state or local funds included for this school: **\$58,762.00**

Total of federal, state, and/or local funds for this school: **\$154,922.00**

## **2022-23 Centralized Support for Planned Improvements in Student Performance**

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

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

#### Multilingual/Multicultural Education

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

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

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

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

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

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

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

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

#### Curriculum & Instruction

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

#### Gifted and Talented Education

The Gifted and Talented Education Office provides direction, coordination, and assistance in carrying out the GATE Program. This includes accounting, management, legal compliance, evaluation, placement and identification, the community advisory processes, as well as providing District and state required reports. Assistance to schools is provided by the GATE Coordinator 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 2021-22

	English Language Arts/Literacy 2021-22						
	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	31	30	30	10.00%	13.33%	10.00%	66.67%
Male	20	19	19	5.26%	5.26%	15.79%	73.68%
Female	11	11	11	18.18%	27.27%	0.00%	54.55%
*	*			*	*	*	*
American Indian or Alaskan Native	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Asian	*	*	*	*	*	*	*
Filipino							
Hispanic or Latino	17	16	16	6.25%	12.50%	6.25%	75.00%
Hawaiian or Pacific Islander							
White (not Hispanic)	6	6	6	*	*	*	*
Two or More Races	6	6	6	*	*	*	*
Socioeconomically Disadvantaged	22	22	22	4.55%	13.64%	0.00%	81.82%
English Learners	6	5	5	*	*	*	*
Students with Disabilities	14	14	14	0.00%	0.00%	7.14%	92.86%
Migrant Education	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Homeless	*	*	*	*	*	*	*

CAASPP – Grade 3 Mathematics 2021-22

	Mathematics 2021-22						
	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	31	30	30	13.33%	13.33%	16.67%	56.67%
Male	20	19	19	10.53%	5.26%	26.32%	57.89%
Female	11	11	11	18.18%	27.27%	0.00%	54.55%
African American	*	*	*	*	*	*	*
American Indian or Alaskan Native	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Asian	*	*	*	*	*	*	*
Filipino							
Hispanic or Latino	17	16	16	6.25%	6.25%	18.75%	68.75%
Hawaiian or Pacific Islander							
White (not Hispanic)	6	6	6	*	*	*	*
Two or More Races	6	6	6	*	*	*	*
Socioeconomically Disadvantaged	22	22	22	4.55%	9.09%	18.18%	68.18%
English Learners	6	5	5	*	*	*	*
Students with Disabilities	14	14	14	0.00%	7.14%	7.14%	85.71%
Migrant Education	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Homeless	*	*	*	*	*	*	*

CAASPP – Grade 4 English Language Arts/Literacy 2021-22

	English Language Arts/Literacy 2021-22						
	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	38	37	37	13.51%	29.73%	24.32%	32.43%
Male	23	22	22	13.64%	40.91%	18.18%	27.27%
Female	15	15	15	13.33%	13.33%	33.33%	40.00%
African American	*	*	*	*	*	*	*
American Indian or Alaskan Native	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Asian	*	*	*	*	*	*	*
Filipino							
Hispanic or Latino	15	14	14	7.14%	21.43%	35.71%	35.71%
Hawaiian or Pacific Islander							
White (not Hispanic)	18	18	18	22.22%	33.33%	22.22%	22.22%
Two or More Races	*	*	*	*	*	*	*
Socioeconomically Disadvantaged	25	24	24	4.17%	25.00%	25.00%	45.83%
English Learners	6	5	5	*	*	*	*
Students with Disabilities	12	11	11	0.00%	0.00%	9.09%	90.91%
Migrant Education	*	*	*	*	*	*	*
Homeless	*	*	*	*	*	*	*



CAASPP – Grade 4 Mathematics 2021-22

	Mathematics 2021-22						
	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	38	37	37	13.51%	27.03%	35.14%	24.32%
Male	23	22	22	22.73%	27.27%	31.82%	18.18%
Female	15	15	15	0.00%	26.67%	40.00%	33.33%
African American	*	*	*	*	*	*	*
American Indian or Alaskan Native	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Asian	*	*	*	*	*	*	*
Filipino							
Hispanic or Latino	15	14	14	7.14%	0.00%	50.00%	42.86%
Hawaiian or Pacific Islander							
White (not Hispanic)	18	18	18	22.22%	44.44%	22.22%	11.11%
Two or More Races	*	*	*	*	*	*	*
Socioeconomically Disadvantaged	25	24	24	12.50%	12.50%	37.50%	37.50%
English Learners	6	5	5	*	*	*	*
Students with Disabilities	12	11	11	9.09%	9.09%	18.18%	63.64%
Migrant Education	*	*	*	*	*	*	*
Homeless	*	*	*	*	*	*	*

CAASPP – Grade 5 English Language Arts/Literacy 2021-22

	English Language Arts/Literacy 2021-22						
	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	44	42	42	7.14%	19.05%	11.90%	61.90%
Male	30	28	28	3.57%	7.14%	17.86%	71.43%
Female	14	14	14	14.29%	42.86%	0.00%	42.86%
African American	*	*	*	*	*	*	*
American Indian or Alaskan Native	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Asian	*	*	*	*	*	*	*
Filipino							
Hispanic or Latino	20	18	18	0.00%	11.11%	0.00%	88.89%
Hawaiian or Pacific Islander							
White (not Hispanic)	18	18	18	11.11%	33.33%	22.22%	33.33%
Two or More Races	*	*	*	*	*	*	*
Socioeconomically Disadvantaged	34	34	34	2.94%	17.65%	8.82%	70.59%
English Learners	5	5	5	*	*	*	*
Students with Disabilities	19	19	19	0.00%	0.00%	0.00%	100.00%
Migrant Education	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Homeless	*	*	*	*	*	*	*

CAASPP – Grade 5 Mathematics 2021-22

	Mathematics 2021-22						
	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	44	42	42	14.29%	9.52%	21.43%	54.76%
Male	30	28	28	10.71%	3.57%	28.57%	57.14%
Female	14	14	14	21.43%	21.43%	7.14%	50.00%
African American	*	*	*	*	*	*	*
American Indian or Alaskan Native	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Asian	*	*	*	*	*	*	*
Filipino							
Hispanic or Latino	20	18	18	0.00%	5.56%	11.11%	83.33%
Hawaiian or Pacific Islander							
White (not Hispanic)	18	18	18	33.33%	16.67%	22.22%	27.78%
Two or More Races	*	*	*	*	*	*	*
Socioeconomically Disadvantaged	34	34	34	8.82%	8.82%	14.71%	67.65%
English Learners	5	5	5	*	*	*	*
Students with Disabilities	19	19	19	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	*	*	*	*	*	*	*

CAASPP – Grade 6 English Language Arts/Literacy 2021-22

	English Language Arts/Literacy						
	2021-22						
	Number of Students Enrolled	Number of Students Tested	Number of Students With Scores	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
Grade 6							
All Students Tested	34%	27%	27%	0.00%	18.52%	29.63%	51.85%
Male	15	12	12	0.00%	16.67%	25.00%	58.33%
Female	18%	14%	14%	0.00%	14.29%	35.71%	50.00%
African American	*	*	*	*	*	*	*
American Indian or Alaskan Native	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Filipino							
Hispanic or Latino	12	9	9	*	*	*	*
Native Hawaiian or Pacific Islander							
White (not Hispanic)	18	14	14	0.00%	21.43%	35.71%	42.86%
Two or More Races	*	*	*	*	*	*	*
Socioeconomically Disadvantaged	19	15	15	0.00%	6.67%	26.67%	66.67%
English Learners	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	6	5	5	*	*	*	*
Migrant Education	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Homeless	*	*	*	*	*	*	*

CAASPP – Grade 6 Mathematics 2021-22

	Mathematics 2021-22						
	Number of Students Enrolled	Number of Students Tested	Number of Students With Scores	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
	Grade 6						
All Students Tested	34%	27%	27%	3.70%	14.81%	48.15%	33.33%
Male	15	12	12	8.33%	16.67%	41.67%	33.33%
Female	18%	14%	14%	0.00%	7.14%	57.14%	35.71%
African American	*	*	*	*	*	*	*
American Indian or Alaskan Native	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Filipino							
Hispanic or Latino	12	9	9	*	*	*	*
Hawaiian or Pacific Islander							
White (not Hispanic)	18	14	14	7.14%	14.29%	50.00%	28.57%
Two or More Races	*	*	*	*	*	*	*
Socioeconomically Disadvantaged	19	15	15	0.00%	6.67%	46.67%	46.67%
English Learners	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	6	5	5	*	*	*	*
Migrant Education	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Homeless	*	*	*	*	*	*	*

CAASPP – Grade 7 English Language Arts/Literacy 2021-22

	English Language Arts/Literacy 2021-22						
	Number of Students Enrolled	Number of Students Tested	Number of Students With Scores	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
	Grade 7						
All Students Tested	10%	10%	10%	*	*	*	*
Male	4	4	4	*	8.00%	*	*
Female	6%	6%	6%	*	*	*	*
African American	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian or Alaskan Native							
Asian	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Filipino							
Hispanic or Latino	6	6	6	*	*	*	*
Hawaiian or Pacific Islander							
White (not Hispanic)	4	4	4	*	*	*	*
Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	8	8	8	*	*	*	*
English Learners	*	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*	*
Migrant Education	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Homeless	*	*	*	*	*	*	*

CAASPP – Grade 7 Mathematics 2021-22

	Mathematics 2021-22						
	Number of Students Enrolled	Number of Students Tested	Number of Students With Scores	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
	Grade 7						
All Students Tested	10%	10%	10%	*	*	*	*
Male	4	4	4	*	*	*	*
Female	6%	6%	6%	*	*	*	*
African American	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian or Alaskan Native	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Filipino							
Hispanic or Latino	6	6	6	*	*	*	*
Hawaiian or Pacific Islander							
White (not Hispanic)	4	4	4	*	*	*	*
Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	8	8	8	*	*	*	*
English Learners	*	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*	*
Migrant Education	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Homeless	*	*	*	*	*	*	*

CAASPP – Grade 8 English Language Arts/Literacy 2021-22

	English Language Arts/Literacy 2021-22						
	Number of Students Enrolled	Number of Students Tested	Number of Students With Scores	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
	Grade 8						
All Students Tested	15%	10%	10%	*	*	*	*
Male	7	5	5	*	*	*	*
Female	7%	5%	5%	*	*	*	*
African American	*	0	0	N/A	N/A	N/A	N/A
American Indian or Alaskan Native	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*
Filipino							
Hispanic or Latino	6	4	4	*	*	*	*
Hawaiian or Pacific Islander							
White (not Hispanic)	5	*	*	*	*	*	*
Two or More Races	*	*	*	*	*	*	*
Socioeconomically Disadvantaged	10	7	7	*	*	*	*
English Learners	*	*	*	*	*	*	*
Students with Disabilities	*	0	0	N/A	N/A	N/A	N/A
Migrant Education	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A	N/A	N/A



CAASPP – Grade 8 Mathematics 2021-22

	Mathematics 2021-22						
	Number of Students Enrolled	Number of Students Tested	Number of Students With Scores	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
	Grade 8						
All Students Tested	15%	10%	10%	*	*	*	*
Male	7	5	5	*	*	*	*
Female	7%	5%	5%	*	*	*	*
African American	*	0	0	N/A	N/A	N/A	N/A
American Indian or Alaskan Native	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*
Filipino							
Hispanic or Latino	6	4	4	*	*	*	*
Hawaiian or Pacific Islander							
White (not Hispanic)	5	*	*	*	*	*	*
Two or More Races	*	*	*	*	*	*	*
Socioeconomically Disadvantaged	10	7	7	*	*	*	*
English Learners	*	*	*	*	*	*	*
Students with Disabilities	*	0	0	N/A	N/A	N/A	N/A
Migrant Education	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A	N/A	N/A

2022-23 Title I Funds Program Budget

**2022-23 BUDGET**

**School Site:**

**Lemon Grove**

**Program:**

**Title I**

2022-23 Pre Allocation	\$	81,680.00
2022-23 Additional Allocation	\$	14,480.00
<b>Total Available Funding:</b>	<b>\$</b>	<b>96,160.00</b>

		Budget
<b>Pre-Allocated Expenditures</b>		
1000s - Certificated Salaries		
	Elementary Counseling 0.4FTE	\$ 29,879.00
		\$ -
		\$ -
2000s - Classified Salaries		
	Paraed 0.60 FTE	\$ 27,326.00
		\$ -
3000s - Employee Benefits		
	Certificated	\$ 14,739.00
	Classified	\$ 9,736.00
<b>Total</b>		<b>\$ 81,680.00</b>

		Budget
<b>Additional Expenditures:</b>		
1000s - Certificated Salaries		
	Teachers, Extra hours	
	Teachers, Sub	
	Other	\$ -
2000s - Classified Salaries		
	Paraed, Extra hours	
	Other	\$ 500.00
3000s - Employee Benefits		
	23.16% for Certificated	\$ -
	35.63% for Classified	\$ 178.00
4000s - Books and Supplies		
	Books Other Than Textbooks	
	Materials and Supplies	\$ 12,302.00
	Equipment not Capitalized	
5000s - Services & Other Operating Expenses		
	Conferences/Travel	
	Rentals and Repairs	
	Operating Lease	
	Graphics	
	Contracted Services	
	Internet Publications/Software	\$ 1,500.00
6000s - Capital Outlay		
	Capital Equipment >\$5,000 ea.	\$ -
<b>Total</b>		<b>\$ 14,480.00</b>

<b>Budget Balance</b>		<b>\$ -</b>
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nk 12/8

Principals Signature:	<i>Susan Martinez</i>
Date:	12-2-22
School Site Council Approval: (Chair)	<i>[Signature]</i>
Date:	12-7-22
Director, Special Projects Approval:	<i>[Signature]</i>
Date:	1/3/23

2022-23 Site Based Program Budget

**2022-23 BUDGET**

**School Site:**

**Lemon Grove**

**Program:**

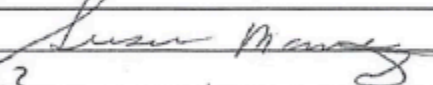
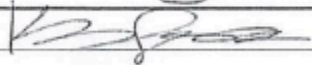

**Site Based Fund**

2021-22 Carryover	\$	986.00
2022-23 Allocation	\$	13,750.00
<b>Total Available Funding:</b>	<b>\$</b>	<b>14,736.00</b>

		<b>Budget</b>
<b>Expenditures:</b>		
1000s - Certificated Salaries		
	Teachers, Extra hours	\$ -
	Teachers, Sub	\$ 2,000.00
	Other	\$ -
2000s - Classified Salaries		
	Paraed, Extra hours	\$ -
	Clerical, Extra hours	\$ -
	Other	\$ -
3000s - Employee Benefits		
	23.16% for Certificated	\$ 463.00
	35.63% for Classified	\$ -
4000s - Books and Supplies		
	Books Other Than Textbooks	\$ -
	Materials and Supplies	\$ 12,273.00
	Equipment not Capitalized	\$ -
5000s - Services & Other Operating Expenses		
	Conferences/Travel	\$ -
	Rentals and Repairs	\$ -
	Operating Lease	\$ -
	Graphics	\$ -
	Contracted Services	\$ -
	Internet Publications/Software	\$ -
	Communications	\$ -
6000s - Capital Outlay		
	Capital Equipment >\$5,000 ea.	\$ -
<b>Total</b>		<b>\$ 14,736.00</b>

<b>Budget Balance</b>		<b>\$ -</b>
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mk 12/8

Principals Signature:	
Date:	12-2-22
School Site Council Approval: (Chair)	
Date:	12-7-22
Director, Special Projects Approval:	
Date:	1/3/23

2022-23 Supplemental Program Budget

**2022-23 BUDGET**

**School Site:**

**Lemon Grove**

**Program:**

**Supplemental**

2021-22 Carryover	\$	1,896.00
2022-23 Allocation	\$	42,130.00
<b>Total Available Funding:</b>	<b>\$</b>	<b>44,026.00</b>

		<b>Budget</b>
<b>Expenditures:</b>		
1000s - Certificated Salaries		
	Teachers, Extra hours	\$ 3,000.00
	Teachers, Sub	\$ 2,000.00
	Other	
2000s - Classified Salaries		
	Library Tech - Kerrie Cormode	\$ 14,111.00
	Library Tech - Extra hours	
	Other	\$ 1,000.00
3000s - Employee Benefits		
	23.16% for Certificated	\$ 1,158.00
	35.63% for Classified	\$ 5,384.00
4000s - Books and Supplies		
	Books Other Than Textbooks	\$ -
	Materials and Supplies	\$ 3,873.00
	Equipment not Capitalized	\$ -
5000s - Services & Other Operating Expenses		
	Conferences/Travel	\$ 5,000.00
	Rentals and Repairs	\$ -
	Operating Lease	\$ -
	Graphics	\$ -
	Contracted Services	\$ 5,000.00
	Internet Publications/Software	\$ 3,500.00
6000s - Capital Outlay		
	Capital Equipment >\$5,000 ea.	\$ -
<b>Total</b>		<b>\$ 44,026.00</b>

<b>Budget Balance</b>		<b>\$ -</b>
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*Mk 12/8*

Principals Signature:	<i>Shen Marting</i>
Date:	<i>12-2-22</i>
School Site Council Approval: (Chair)	<i>[Signature]</i>
Date:	<i>12-7-22</i>
English Learner Advisory Committee Review:	<i>[Signature]</i>
Date:	<i>12-7-22</i>
Director, Special Projects Approval:	<i>[Signature]</i>
Date:	<i>1/3/23</i>

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

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

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

Therefore, I agree that I will:

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

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

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

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

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



**VUSD - Parent Involvement Policy**

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

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

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

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

**Title I Schools**

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

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

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

1. 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
2. Support for programs that reach parents/guardians and family members at home, in the community, and at school
3. 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
4. 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
5. Any other activities and strategies that the district determines are appropriate and consistent with this policy

If the district also receives funds under federal Title IV, Part E, to coordinate and enhance family engagement programs, the Superintendent or designee shall inform parents/guardians and organizations of the existence of Title IV. (20 USC 6318)

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

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

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

#### Non-Title I Schools

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

VUSD Board Policy 6020, USC Title 20

**Parent Involvement Policy**

**Lemon Grove School  
Parent Involvement Policy**

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

**Policy Guidelines**

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



**Parent Involvement Calendar**

<b>August</b> 22 New students' tour 22 Transitional Kindergarten orientation 22 Kindergarten orientation 22 Sixth grade orientation 24 First Day of School	<b>February</b> 01 PTA Meeting 03 PTA Family Glow Dance 10 100 Day of School 13 No School 14 Valentine's Day/Friendship Celebration 17 Phoenix Friday- Awards Assembly 20 No School
<b>September</b> 05 Labor Day – No School 06 Spirit Wear 07 PTA Meeting 15 ELAC 19 PTA Skating Plus 26 No School- teacher in-service day 29 Back to School Night 30 PTA Axxess fundraiser starts	<b>March</b> 01 PTA Board Meeting 18 Saturday Attendance 03 Dr. Seuss/ Read the Day Away Career Week -counselor PTA See's Candy Fundraiser -online 16-21 Parent Conferences – Early Dismissal
<b>October</b> Red ribbon week/anti-bullying month 05 PTA Meeting 06 School Site Council 12 ELAC 19 Picture Day 20 Great American Shake Out 20 School Site Council 21 Phoenix Awards Assembly 24-28 Fall Break 31 Halloween Parade	<b>April</b> 03-07 Spring Break 12 PTA Meeting 17 PTA Skating Plus 19 ELAC TBD Middle School Dance 20 School Site Council 21 Earth Day- Spring Clean- recycle Lemon Grove wear 29 Saturday Attendance
<b>November</b> 02 PTA Meeting 03 School Site Council 09 ELAC 11 Veterans' Day – No School 16-22 Parent Conferences – Early Dismissal 17 School Site Council 18 Rainbow Run 23-25 Thanksgiving Break	<b>May</b> 03 PTA Meeting 10 ELAC 18 School Site Council TBD ALL STAFF- appreciation week 25 Art Night /Book Fair/picnic 29 No School- Memorial Day
<b>December</b> Cheers for Children / coats 4 kids 07 PTA Meeting 03 PTA Holiday Family Movie Night 09 Middle school evening social 10 Saturday Attendance 19 Winter Break starts – No School	<b>June</b> 07 PTA Meeting 09 Phoenix Friday- Awards Assembly End of the year field trips Kindergarten Celebration 5th grade promotion 8th grade promotion 15 Last Day of School
<b>January</b> 03 Return to School 04 PTA Meeting 09 PTA Skating Plus 11 ELAC 13 Phoenix Friday, Winter Carnival 16 No School- Martin Luther King jr 20 Spelling Bee 23-27 Kindness Challenge - ASB 30 No School –teacher in-service 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 2022-23 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

# 2021-22 School Accountability Report Card

Published January 2023



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

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

## PRINCIPAL'S MESSAGE

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

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

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

### School Mission & Vision

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

### District Vision Statement

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

### District Mission Statement

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

## DISTRICT & SCHOOL DESCRIPTION

### Ventura Unified School District

Ventura Unified School District is the 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

SABRENA RODRIGUEZ  
DR. JERRY DANNENBERG  
AMY (YAMAMOTO) CALLAHAN  
JAMES FORSYTHE  
CALVIN PETERSON

## District Administration

DR. ANTONIO CASTRO  
SUPERINTENDENT

DR. GREG BAYLESS  
ASSISTANT SUPERINTENDENT  
EDUCATIONAL SERVICES

MS. GINA WOLOWICZ  
ASSISTANT SUPERINTENDENT  
HUMAN RESOURCES

AHSAN MIRZA  
ASSISTANT SUPERINTENDENT  
BUSINESS SERVICES

## VENTURA UNIFIED SCHOOL DISTRICT

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



### Lemon Grove School

Lemon Grove School serves students in kindergarten through grade five following a traditional calendar. At the beginning of the 2021-22 school year, 250 students were enrolled, including 30% in special education, 13.6% qualifying for English Language Learner support, 0.4% foster youth, 4.8% homeless youth, 0.4% migrant, and 71.2% qualifying for free or reduced price lunch.

Student Enrollment by Student Group and Grade Level 2021-22			
Student Group	% of Total Enrollment	Grade Level	#
Female	40.8%	Kindergarten	36
Male	59.2%	Grade 1	33
Non-Binary	0.0%	Grade 2	29
American Indian or Alaskan Native	0.4%	Grade 3	30
Asian	1.6%	Grade 4	36
Black or African American	1.6%	Grade 5	42
Filipino	3.6%	Grade 6	28
Hispanic or Latino	0.0%	Grade 7	3
Native Hawaiian or Pacific Islander	0.0%	Grade 8	13
Two or More Races	6.8%		
White	41.2%		
English Learners	13.6%		
Foster Youth	0.4%		
Homeless	4.8%		
Migrant	0.4%		
Socioeconomically Disadvantaged	71.2%		
Students with Disabilities	30.0%		
			Total Enrollment
			250

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

## LOCAL CONTROL ACCOUNTABILITY PLAN (LCAP)

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

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

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

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

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

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

- Pupil outcomes in the subject area of physical education

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

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

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

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

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

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

## PARENT INVOLVEMENT

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

Opportunities to Volunteer

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

Opportunities for learning more about your children & their school:

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

## 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

California Physical Fitness Test Results					
2021-22					
% of Students Tested					
	Aerobic Capacity	Abdominal Strength and Endurance	Trunk Extensor and Strength and Flexibility	Upper Body Strength and Endurance	Flexibility
Grade Level					
Fifth	88.6%	95.5%	95.5%	95.5%	95.5%
Seventh	100.0%	100.0%	100.0%	100.0%	100.0%

*Note: Due to changes to the 2021-22 Physical Fitness Test administration, only participation results are required for these five fitness areas.*

*Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.*

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
	20-21	21-22	20-21	21-22	20-21
Science (Grades 5, 8, & 10)	17.24	21.15	30.74	32.31	28.72

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



in English language arts/literacy (ELA) and mathematics, and are given to grades three through eight and grade eleven. SBAC tests assess student performance in ELA/Literacy and mathematics utilizing computer-adaptive tests and performance tasks, and CAAs test items are aligned with alternative achievement standards which are linked with the Common Core State Standards (CCSS).

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

### Physical Fitness

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

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

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

2021-22					
	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students Tested	59	52	88.14	11.86	21.15
Female	21	19	90.48	9.52	31.58
Male	37	33	88.19	10.81	15.15
American Indian or Alaskan Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	26	22	84.62	15.38	0
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	23	21	91.3	8.7	33.33
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	45	42	93.33	6.67	14.29
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	20	19	95	5	0

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

### 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	
	20-21	21-22	20-21	21-22	20-21	21-22
English-Language Arts/Literacy	N/A	29	N/A	47	N/A	47
Mathematics	N/A	28	N/A	35	N/A	33

Note: 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.

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

ELA & Mathematics test results include the Smarter Balanced Summative Assessment and the CAA.

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

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

2021-22										
	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	172	156	90.7	9.3	28.85	172	156	90.7	9.3	27.56
Female	71	65	91.55	8.45	35.38	71	65	91.55	8.45	27.69
Male	99	90	90.91	9.09	23.33	99	90	90.91	9.09	26.67
American Indian or Alaskan Native	--	--	--	--	--	--	--	--	--	--
Asian	--	--	--	--	--	--	--	--	--	--
Black or African American	--	--	--	--	--	--	--	--	--	--
Filipino	--	--	--	--	--	--	--	--	--	--
Hispanic or Latino	76	67	88.16	11.84	16.42	76	67	88.16	11.84	5.97
Native Hawaiian or Pacific Islander	--	--	--	--	--	--	--	--	--	--
Two or More Races	15	15	100	0	33.33	15	15	100	0	46.67
White	69	63	91.3	8.7	38.1	69	63	91.3	8.7	44.44
English Learners	21	19	90.48	9.52	0	21	19	90.48	9.52	0
Foster Youth	--	--	--	--	--	--	--	--	--	--
Homeless	--	--	--	--	--	--	--	--	--	--
Military	--	--	--	--	--	--	--	--	--	--
Socioeconomically Disadvantaged	124	115	92.74	7.26	22.61	124	115	92.74	7.26	17.39
Students Receiving Migrant Education Services	--	--	--	--	--	--	--	--	--	--
Students with Disabilities	55	52	94.55	5.45	1.92	55	52	94.55	5.45	9.62

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

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

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

## SCHOOL FACILITIES & MAINTENANCE

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

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

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

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

### Campus Supervision

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

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

### School Site Safety Plan

The Comprehensive School Site Safety Plan was developed for Lemon Grove School in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, dress code policy, and bully prevention policy. The school's most recent school safety plan was reviewed, and updated in December 2022, and shared with school staff by November 2022.

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

### Facilities Inspections

The district's maintenance department inspects Lemon Grove School on an annual basis in accordance with Education Code §17592.72(c) (1). Lemon Grove School uses a school site inspection survey to identify unsafe or hazardous conditions and facility improvement needs. The most recent school inspection took place on August 26, 2022. During fiscal year 2021-22, all restrooms were fully functional and available for student use at the time of the inspection.

School Facility Good Repair Status				
Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Inspection Date: August 26, 2022				
Systems	✓			
Interior Surfaces	✓			Classroom 3 - Excessive peeling paint at the wall by the sink; Classroom 12 - Cabinet doors are peeling at the bottom
Cleanliness	✓			
Electrical	✓			
Restrooms/Fountains	✓			B Wing Boy's RR, D Wing Boy's RR - Right urinal is out of order; C Wing Boy's RR - Center urinal is out of order
Safety	✓			K3 - Fire extinguisher mount is falling out of the wall; Classroom 4, Room B - Fire extinguisher is missing from the room; Classroom 11 - Fire extinguisher is missing the yearly service tag
Structural	✓			
External	✓			
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.

## 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.

### Chronic Absenteeism

The following chart identifies the chronic absenteeism rates by student group for Lemon Grove School for the 2021-22 school year. A "chronic absentee" has been defined in EC Section 60901(c)(1) as "a pupil who is absent on 10 percent or more of the school days in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays."

### Class Size

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



Chronic Absenteeism by Student Group (2021-22)				
Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	289	280	151	53.9
Female	123	119	57	47.9
Male	164	159	92	57.9
American Indian or Alaska Native	1	1	0	0
Asian	4	4	0	0
Black or African American	9	9	6	66.7
Filipino				
Hispanic or Latino	141	138	84	60.9
Native Hawaiian or Pacific Islander				
Two or More Races	18	18	10	55.6
White	118	110	51	46.4
English Learners	41	39	27	69.2
Foster Youth	2	2	1	50
Homeless	17	17	13	76.5
Socioeconomically Disadvantaged	211	207	116	56
Students Receiving Migrant Education Services	1	1	1	100
Students with Disabilities	94	90	59	65.6

Suspensions and Expulsions									
	Lemon Grove			VUSD			CA		
	19-20	20-21	21-22	19-20	20-21	21-22	19-20	20-21	21-22
Suspensions	0.78%	0.00%	0.35%	2.53%	0.17%	2.74%	0.00%	0.20%	3.17%
Expulsions	0.00%	0.00%	0.00%	0.10%	0.01%	0.00%	0.00%	0.00%	0.07%

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.

Suspensions & Expulsions by Student Group (2021-22)		
Student Group	Suspensions Rate	Expulsions Rate
All Students	0.35%	0.00%
Female	0.61%	0.00%
Male	0.00%	0.00%
Non-Binary	0.00%	0.00%
American Indian or Alaska Native	0.00%	0.00%
Asian	0.00%	0.00%
Black or African American	0.00%	0.00%
Filipino	0.00%	0.00%
Hispanic or Latino	0.00%	0.00%
Native Hawaiian or Pacific Islander	0.00%	0.00%
Two or More Races	0.00%	0.00%
White	0.66%	0.00%
English Learners	0.00%	0.00%
Foster Youth	0.00%	0.00%
Homeless	0.00%	0.00%
Socioeconomically Disadvantaged	0.47%	0.00%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	1.06%	0.00%

## 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 2020-21, 2021-22, and 2022-23 school years, the teachers at Lemon Grove School had the opportunity to participate in districtwide staff development training focused on:

#### 2020-21 Trainings:

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

Average Class Size and Class Size Distribution				
		2019-20		
Grade Level	Average Class Size	Number of Classes*		
		1-20	21-32	33+
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
		2021-22		
K	28.0		1	
1	26.0		1	
2	24.0		1	
3	23.0		1	
4	30.0		1	
5	50.0	1		1

\*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.

- Paraeducator Role during Distance Learning
- Positive Behavioral Interventions & Supports
- Screen Casting with Screencastify
- Soliday 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

#### 2022-23 Trainings:

- Active Assailant
- Behavior Management Strategies
- Bully Prevention
- CHAMPS Overview
- Digital Creations for the Classroom - Using Google Apps and Extensions to Enhance Student Engagement
- Digital Platforms (Let's Take a Tech Trip)
- Elevation Training
- ELPAC Strategies
- Ethnic and Social Justice Studies
- Expanded Learning Training
- Indian Ed Curriculum Training
- Inspire Science
- Leader in Me Training
- Lexia English
- Mandated Reporter

- Multi-Disciplinary Training for Supporting Multilingual Learners with Disabilities
- Scholastic Curriculum Training (TK)
- SIRAS and Case Management
- Social and Emotional Learning: Community Circles
- Social Studies Training
- SPARK Training
- Trauma Informed Practices
- Suicide Prevention

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 2021-22 school year, Lemon Grove School's staff development activities concentrated on:

- Consistency in Implementing Schoolwide Expectations
- ELLevation
- Ethnic and Social Justice Studies Panels
- MAP/Illuminate Assessment
- New History/Social Science Curriculum Adoption
- 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 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

Textbooks			
Year Adopted	From Most Recent State Adoption?	Publisher and Series	Percent of Pupils Who Lack Their Own Assigned Textbooks and/or Instructional Materials
<b>Reading/Language Arts</b>			
2016	Yes	Benchmark Education Company: <i>Benchmark Advanced</i>	0%
2018	Yes	Houghton Mifflin/Scholastic: <i>Big Day</i>	0%
2017	Yes	Houghton Mifflin Harcourt: <i>The Real Book</i>	0%
2017	Yes	McGraw Hill Education: <i>StudySync</i>	0%
2019	Yes	Houghton Mifflin: <i>Read 180</i>	0%
<b>Math</b>			
2017	Yes	Houghton Mifflin: <i>Math Expressions</i>	0%
2018	Yes	Houghton Mifflin/Scholastic: <i>Big Day</i>	0%
2016	Yes	McGraw Hill Education: <i>California Math, Course 1, 2 &amp; 3 - Volumes 1 &amp; 2</i>	0%
2016	Yes	CPM: <i>Core Connections, Course 1, 2 &amp; 3</i>	0%
<b>Science</b>			
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%
<b>Social Science</b>			
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 WWI</i>	0%
2018	Yes	Houghton Mifflin/Scholastic: <i>Big Day</i>	0%

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 is in the 2022-23 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 October 11, 2022, 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 #22-40 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 SARCs the sufficiency of instructional materials used for their visual/performing arts curricula. During the 2022-23 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.



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

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

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

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

School Year 2021-22						
Teacher Preparation and Placement / Authorization/Assignment	School #	School %	District #	District %	State #	State %
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
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.

## 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 2021-22		
	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.

Note: The 2021-22 teacher information will be updated once CDE releases the information for this school year.

## 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: 2020-21 salary comparison data was the most recent data available at the time this report was published.)

### Expenditures Per Student

For the 2020-21 school year, Ventura Unified School District spent an average of \$12,634 of total general funds to educate each student (based on 2020-21 audited financial statements and in accordance with calculations defined in Education Code §41372). The table in this report 1) compares the school's per pupil expenditures from unrestricted (basic) and restricted (supplemental) sources with other schools in the district and throughout the state, and 2) compares the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding expenditures and salaries can be found at the CDE web site at [www.cde.ca.gov/ds/fd/ec/](http://www.cde.ca.gov/ds/fd/ec/) and [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/). (The figures shown in the following table reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

Teacher and Administrative Salaries 2020-21		
	VUSD	State Average of Districts in Same Category
Beginning Teacher Salary	48,017	54,370
Mid-Range Teacher Salary	63,145	62,680
Highest Teacher Salary	95,772	106,610
Average Principal Salaries:		
Elementary School	117,729	135,282
Middle School	123,578	141,243
High School	132,064	152,955
Superintendent Salary	228,637	264,366
Percentage of Budget For:		
Teacher Salaries	30.35	33.09
Administrative Salaries	4.93	5.03

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 2020-21					
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	625	N/A	N/A	N/A	N/A
Restricted (Supplemental)	341	N/A	N/A	N/A	N/A
Unrestricted (Basic)	284	157	181.5%	6,593	4.3%
Average Teacher Salary	191	77,987	N/A	88,358	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 2020-21 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
- COVID Relief Funding
- Department of Rehabilitation
- Education Protection Account
- Indian Education
- Lottery: Instructional Materials
- On-Behalf Pension Contributions
- Other Federal Funds
- Other State: Locally Defined
- Other Local: Locally Defined
- Special Education
- State COVID Relief Funding
- State Lottery
- Strong Workforce Program
- Title I, II, III, IV

## SARC DATA

### DataQuest

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

### California School Dashboard

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

### Internet

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

### Disclosure

The statistical information disclosed in this report is obtained from the California Department of Education and the Ventura Unified School District. At the time of publication, this report met all SARC-related state and federal requirements, using the most current data available. Data to prepare the instructional materials sections and the school facilities section was acquired in December 2022.

**School Site Council Bylaws**

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

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

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

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

***Article 2  
Members***

***Section A: Composition***

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

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

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

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

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

***Section C: Voting Rights***

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

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

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

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

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

***Section F: Vacancy***

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

**Article 3  
Officers**

*Section A: Officers*

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

*The chairperson shall:*

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

*The vice-chairperson shall:*

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

*The secretary shall:*

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

*Section B: Election and Terms of Office*

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

*Section C: Removal of Officers*

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

*Section D: Vacancy*

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



**Article 4  
Committees**

*Section A: Standing and Special Committees*

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

*The purpose of these committees is to:*

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

*Section B: Standing and Special Committee Membership*

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

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

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

*Section D: Standing and Special Committee Rules*

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

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

*Section A: Meetings*

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

*Section B: Place of Meetings*

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

*Section C: Notice of Meetings*

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

*Section D: Quorum*

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

*Section E: Conduct of Meetings*

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

*Section F: Meetings Open to the Public*

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

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

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

*Section H: Uniform Complaint Procedures*

*Annually, the School Site Council shall participate in training about the district's uniform complaint procedures. This training will review procedures for filing a complaint. If any School Site Council member or member 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.*