

LAKESIDE UNION SCHOOL DISTRICT  
BOARD OF TRUSTEES  
REGULAR MEETING  
AGENDA

Lakeside Auditorium  
14535 Old River Road  
Bakersfield, CA 93311

February 8, 2022  
6:30 P.M.

Any materials required by law to be made available to the public prior to a meeting of the Board of Trustees of the District can be inspected at the following address during normal business hours: Lakeside Union School District Office, 14535 Old River Road, Bakersfield, CA 93311.

1. CALL TO ORDER, ROLL CALL AND FLAG SALUTE

BOARD OF TRUSTEES:           Mario Buoni(MB)                             Alan Banducci(AB)  
                                        Tamara Jones(TJ)                             Russell Robertson(RR)  
                                        Darin Buoni(DB)

2. CONSENT AGENDA

*All the items listed under the Consent Calendar are considered by the Board to be routine and will be enacted by the Board in one action unless members of the board, staff or public request specific items to be discussed and/or removed from the Consent Calendar. It is recommended the following be approved or ratified:*

- A. Approve minutes of Regular Meeting of January 11, 2022.
- B. Approve minutes of Special Meeting of January 11, 2022.
- C. Approve minutes of Special Meeting of January 31, 2022.
- D. Approve January End of Month Payroll - \$651,603.27, and February Mid Month Payroll - \$264,621.81.
- E. Approve B-Warrants #6

Moved        Seconded        Roll Call Vote: MB        AB        TJ        RR        DB         
Vote: Yes(Y)        No(N)        Abstained(A)        Absent(AB)       

- 3. HEARING OF STAFF AND/OR CITIZENS *This agenda item is included to allow members of the public opportunity to ask questions or discuss non-agenda items with the Board. There will be a three-minute time limit per person or twenty minutes total per item. (BB9323)*
- 4. Presentation of the Supplement Report to Annual Update for the 2021-2022 LCAP and the 2021 LCAP Mid-Year Report for Outcome Data and Expenditures.
- 5. DISCUSSION OR ACTION ITEMS
  - A. General Control

- (1) Approval of School Accountability Report Card for Lakeside School.

Moved\_\_\_\_\_Seconded\_\_\_\_\_Roll Call Vote:MB\_\_\_AB\_\_\_TJ\_\_\_RR\_\_\_DB\_\_\_  
Vote: Yes(Y) \_\_\_\_\_No(N) \_\_\_\_\_Abstained(A) \_\_\_\_\_Absent(AB) \_\_\_\_\_

- (2) Approval of School Accountability Report Card for Donald E. Suburu School.

Moved\_\_\_\_\_Seconded\_\_\_\_\_Roll Call Vote:MB\_\_\_AB\_\_\_TJ\_\_\_RR\_\_\_DB\_\_\_  
Vote: Yes(Y) \_\_\_\_\_No(N) \_\_\_\_\_Abstained(A) \_\_\_\_\_Absent(AB) \_\_\_\_\_

B. Budget and Finance

- (1) Approval of New Mileage Rate for 2022 increased from 56.0 cents to 58.5 cents per mile

Moved\_\_\_\_\_Seconded\_\_\_\_\_Roll Call Vote:MB\_\_\_AB\_\_\_TJ\_\_\_RR\_\_\_DB\_\_\_  
Vote: Yes(Y) \_\_\_\_\_No(N) \_\_\_\_\_Abstained(A) \_\_\_\_\_Absent(AB) \_\_\_\_\_

- (2) Approval of Special Services Proposal for District Master Plan from Ordiz Melby Architects.

Moved\_\_\_\_\_Seconded\_\_\_\_\_Roll Call Vote:MB\_\_\_AB\_\_\_TJ\_\_\_RR\_\_\_DB\_\_\_  
Vote: Yes(Y) \_\_\_\_\_No(N) \_\_\_\_\_Abstained(A) \_\_\_\_\_Absent(AB) \_\_\_\_\_

C. Personnel

- (1) Approval to hire Elizabeth Zamora, Temporary Health Technician at Suburu School.

Moved\_\_\_\_\_Seconded\_\_\_\_\_Roll Call Vote:MB\_\_\_AB\_\_\_TJ\_\_\_RR\_\_\_DB\_\_\_  
Vote: Yes(Y) \_\_\_\_\_No(N) \_\_\_\_\_Abstained(A) \_\_\_\_\_Absent(AB) \_\_\_\_\_

- (2) Approval to hire Victor Morones, Special Education Teacher at Suburu School.

Moved\_\_\_\_\_Seconded\_\_\_\_\_Roll Call Vote:MB\_\_\_AB\_\_\_TJ\_\_\_RR\_\_\_DB\_\_\_  
Vote: Yes(Y) \_\_\_\_\_No(N) \_\_\_\_\_Abstained(A) \_\_\_\_\_Absent(AB) \_\_\_\_\_

- (3) Approval to hire Laura Val Verde, Virtual Independent Study Teacher through June 3, 2022.

Moved\_\_\_\_\_Seconded\_\_\_\_\_Roll Call Vote: MB\_\_\_AB\_\_\_TJ\_\_\_RR\_\_\_DB\_\_\_  
Vote: Yes(Y) \_\_\_\_\_No(N) \_\_\_\_\_Abstained(A) \_\_\_\_\_Absent(AB) \_\_\_\_\_

- (4) Approval to hire Samantha Orellana, Temporary Health Tech at Lakeside School through June 3, 2022.

Moved\_\_\_\_\_Seconded\_\_\_\_\_Roll Call Vote:MB\_\_\_AB\_\_\_TJ\_\_\_RR\_\_\_DB\_\_\_  
Vote: Yes(Y) \_\_\_\_\_No(N) \_\_\_\_\_Abstained(A) \_\_\_\_\_Absent(AB) \_\_\_\_\_

- (5) Approval of Student Teaching Affiliation Agreement Between Grand Canyon University (GCU) and Lakeside Union School District.

Moved \_\_\_\_\_ Seconded \_\_\_\_\_ Roll Call Vote: MB \_\_\_\_\_ AB \_\_\_\_\_ TJ \_\_\_\_\_ RR \_\_\_\_\_ DB \_\_\_\_\_  
Vote: Yes(Y) \_\_\_\_\_ No(N) \_\_\_\_\_ Abstained(A) \_\_\_\_\_ Absent(AB) \_\_\_\_\_

- (6) Approval to Hire Daniela Hernandez Vazquez, Library Clerk at Lakeside.

Moved \_\_\_\_\_ Seconded \_\_\_\_\_ Roll Call Vote: MB \_\_\_\_\_ AB \_\_\_\_\_ TJ \_\_\_\_\_ RR \_\_\_\_\_ DB \_\_\_\_\_  
Vote: Yes(Y) \_\_\_\_\_ No(N) \_\_\_\_\_ Abstained(A) \_\_\_\_\_ Absent(AB) \_\_\_\_\_

6. REPORTS AND CORRESPONDENCE

A. Enrollment Lakeside 683 Suburu 842 Total 1525

B. Correspondence

C. CSEA

D. CTA

E. Board Members Reports *Each Board member may report about various matters involving the District. There will be no Board discussion except to ask questions and refer matters to staff and no action will be taken unless placed on an agenda for a subsequent meeting.*

F. Superintendent Report

7. ITEMS NOT ON THE AGENDA *Note: The Board is generally prohibited from discussing items, not on the agenda. Under limited circumstances, the Board may discuss and act on items not on the agenda if they involve an emergency affecting the safety of persons or property, or a work stoppage, or if the need to act came to the attention of the District too late to be included on the posted agenda.*

8. ADVANCE PLANNING

A. Future Meeting Dates

- (1) Special Board Meeting – February 11, 2022 at 5:00 p.m. in the Lakeside Auditorium.
- (2) Special Board Meeting – February 15, 2022 at 3:00 p.m. in the Lakeside Auditorium.
- (3) Special Board Meeting – February 21, 2022 at 4:00 p.m. in the Lakeside Auditorium.
- (4) Regular Board Meeting – March 8, 2022 at 6:30 p.m. in the Lakeside Auditorium.

9. ADJOURNMENT

Time: \_\_\_\_\_

Moved \_\_\_\_\_ Seconded \_\_\_\_\_ Roll Call Vote: MB \_\_\_\_\_ AB \_\_\_\_\_ TJ \_\_\_\_\_ RR \_\_\_\_\_ DB \_\_\_\_\_  
Vote: Yes(Y) \_\_\_\_\_ No(N) \_\_\_\_\_ Abstained(A) \_\_\_\_\_ Absent(AB) \_\_\_\_\_

For information regarding how, to whom, and when a request for disability-related modification or accommodation, including auxiliary aids or services, may be made by a person with a disability who requires a modification or accommodation to participate in the public meeting, please contact Ty Bryson, District Superintendent.



LAKESIDE UNION SCHOOL DISTRICT  
BOARD OF TRUSTEES  
SPECIAL BOARD MEETING  
MINUTES

Lakeside School Auditorium  
14535 Old River Road  
Bakersfield, CA 93311

January 11, 2022  
6:15 P.M.

BOARD MEMBERS PRESENT: Trustees Buoni, Banducci, Jones, Robertson, and D. Buoni

BOARD MEMBERS ABSENT:

OTHERS PRESENT: See Attached

1. Call to Order, Flag Salute The special meeting convened at 6:15 p.m.
2. Hearing of Staff and/or Citizens. None
3. Discussion or Action Items
  - A. General Control
    - (1) Presentation by Matt Kolker from Government Financial Strategies (GFS) regarding Measure I. The board received a presentation from Matt Kolker.
4. Adjournment Motion by Trustee D. Buoni, seconded by Trustee Jones. Approved - Trustee Banducci, Trustee Jones, Trustee Robertson, Trustee D. Buoni. No – 0. Abstained – 0. Absent – 1.

The meeting was adjourned at 6:32 p.m.

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Secretary to the Board

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LAKESIDE UNION SCHOOL DISTRICT  
BOARD OF TRUSTEES  
REGULAR BOARD MEETING  
MINUTES

Lakeside School Auditorium  
14535 Old River Road  
Bakersfield, CA 93311

January 11, 2022  
6:30 P.M.

BOARD MEMBERS PRESENT: Trustees Buoni, Banducci, Jones, Robertson, and D. Buoni

BOARD MEMBERS ABSENT:

OTHERS PRESENT: See Attached

1. Call to Order, Flag Salute The regular meeting convened at 6:32 p.m.
2. Consent Calendar Approval of Consent Agenda. Motion by Trustee Buoni, seconded by Trustee D. Buoni. Approved – Trustee Buoni, Trustee Banducci, Trustee Jones, Trustee Robertson, Trustee D. Buoni. No – 0. Abstained – 0. Absent – 0.  
By this action the Board:
  - A. Approved minutes of Regular Meeting of December 14, 2021.
  - B. Approve minutes of Organizational Meeting of December 14, 2021.
  - C. Approved December End of Month Payroll and January Mid-Month Payroll.
3. Hearing of Staff and/or Citizens Devin Harlin – 3<sup>rd</sup> Grade parent addressed the board on whether the District was following CDC guidelines. She is concerned about students learning loss and would like to start learning to live with COVID, we have been dealing with it for 2 years.
4. Discussion or Action Items
  - A. General Control
    - (1) Report on Williams Settlement Complaints. None
    - (2) Approval of Board Policy – Education for Homeless Children. Motion by Trustee Jones seconded by Trustee Buoni. Approved – Trustee Buoni, Trustee Banducci, Trustee Jones, Trustee Robertson, Trustee D. Buoni. No – 0. Abstained – 0. Absent – 0.
  - B. Budget and Finance
    - (1) Approval of Resolution #01112022 – Annual Accounting of Capital Facilities Fund #2 for 2020-2021. Motion by Trustee Jones, seconded by Trustee D. Buoni. Approved – Trustee Buoni, Trustee Banducci, Trustee Jones, Trustee Robertson, Trustee D. Buoni. No – 0. Abstained – 0. Absent – 0.

- (2) Approval of Resolution #01112022A – Annual Accounting of Overcrowding Mitigation Fund #94 for 2020-2021. Motion by Trustee Buoni, seconded by Trustee D. Buoni. Approved - Trustee Buoni, Trustee Banducci, Trustee Jones, Trustee Robertson, Trustee D. Buoni. No – 0. Abstained – 0. Absent – 0.
- (3) Approval of Infinity Contract for Project Attachment #0023-22. Motion by Trustee Jones, seconded by Trustee Buoni. Approved – Trustee Buoni, Trustee Banducci, Trustee Jones, Trustee Robertson, Trustee D. Buoni. No – 0. Abstained – 0. Absent – 0.

C. Personnel

- (1) Approval to hire Madison Fox, Temporary Health Tech at Suburu School Beginning January 12, 2022 and Ending June 3, 2022. Motion by Trustee D. Buoni, seconded by Trustee Jones. Approved – Trustee Buoni, Trustee Banducci, Trustee Jones, Trustee Robertson, Trustee D. Buoni. No – 0. Abstained – 0. Absent – 0.
- (2) Approval to hire Birljejan Hall-Slaton, Bus Driver/Utility Worker. Motion by Trustee Buoni, seconded by Trustee D. Buoni. Approved – Trustee Buoni, Trustee Banducci, Trustee Jones, Trustee Robertson, Trustee D. Buoni. No – 0. Abstained – 0. Absent – 0.
- (3) Approval to hire Kelsey Galpin, Special Education Mild/Moderate Teacher at Suburu. Motion by Trustee Jones to remove not interested in position any longer, seconded by Trustee Robertson. Approved – Trustee Buoni, Trustee Banducci, Trustee Jones, Trustee Robertson, Trustee D. Buoni. No – 0. Abstained – 0. Absent – 0.
- (4) Approval to hire Arnoldo Delgado, 6 Hour Technology Support Technician. Motion by Trustee Buoni, seconded by Trustee Jones. Approved – Trustee Buoni, Trustee Banducci, Trustee Jones, Trustee Robertson, Trustee D. Buoni. No – 0. Abstained – 0. Absent – 0.
- (5) Appointment of Labor Negotiator(s)(Government Code Section 54957.6) The Board will consider the appointment of one or more labor negotiator(s) to represent the Board in discussing salary and benefits with an unrepresented employee (Superintendent). The Board will identify in an open session any representatives designated. Motion by Trustee Buoni for Trustee D. Buoni and Trustee Jones, seconded by Trustee Robertson. Approved – Trustee Buoni, Trustee Banducci, Trustee Jones, Trustee Robertson, Trustee D. Buoni. No – 0. Abstained – 0. Absent – 0.

5. Closed Session 6:44 p.m.

A. Conference with Labor Negotiators (G.C. 54957.6)

- Employee Organizations: LTA and CSEA
- Labor Negotiators: Ty Bryson

B. Conference with Labor Negotiator(s)(Government Code Section 54957.6) Agency Designated Representatives: As Announced In Open Session Unrepresented Position: Superintendent

6. Open Session 7:05 p.m.

7. Report of Closed Session None

8. Reports and Correspondence

A. Enrollment Lakeside 672 Suburu 836 Total 1508

B. Correspondence - None

C. CSEA – None

D. CTA – None

E. Board Members Reports - None

F. Superintendent Report Mr. Bryson shared with the board that COVID is putting a lot of stress on all staff. The district is short staffed and everyone is stepping up to do as much as they can to help. We are following all the new guidance that has been given and keeping up with everything as quickly as possible.

9. Items Not On The Agenda

10. Advance Planning

A. Future Meeting Dates

(1) Special Board Meeting at Lakeside School Auditorium at 6:30 p.m. on February 3, 2022.

(2) Regular Board Meeting at Lakeside School Auditorium at 6:30 p.m. on February 8, 2022.

11. Adjournment Motion by Trustee D. Buoni, seconded by Trustee Jones. Approved – Trustee Buoni, Trustee Banducci, Trustee Jones, Trustee Robertson, Trustee D. Buoni. No – 0. Abstained – 0. Absent – 0.

The meeting was adjourned at 7:18 p.m.

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Secretary to the Board

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LAKESIDE UNION SCHOOL DISTRICT  
BOARD OF TRUSTEES  
SPECIAL BOARD MEETING  
MINUTES

Lakeside School Auditorium  
14535 Old River Road  
Bakersfield, CA 93311

January 31, 2022  
3:00 P.M.

BOARD MEMBERS PRESENT: Trustees Buoni, Banducci, Jones, Robertson (arrived at 3:05 p.m.),  
and D. Buoni

BOARD MEMBERS ABSENT:

OTHERS PRESENT: See Attached

1. Call to Order, Flag Salute The special meeting convened at 3:02 p.m.
2. Hearing of Staff and/or Citizens. None
3. Adjourn to Closed Session.
  - A. Conference with Legal Counsel – Anticipated Litigation  
Significant exposure to litigation pursuant to paragraph (2) or (3) of subdivision (d) of Government Code Section 54956.9:  
1 potential case
4. Reconvene to Open Session 4:11 pm
5. Report of Closed Session, if Required. None
6. Adjournment Motion by Trustee D. Buoni, seconded by Trustee Jones. Approved - Trustee Banducci, Trustee Jones, Trustee Robertson, Trustee D. Buoni. No – 0. Abstained – 0. Absent – 1.

The meeting was adjourned at 4:11 p.m.

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Secretary to the Board

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APY250 L.00.06

KERN COUNTY SUPERINTENDENT OF SCHOOLS  
COMMERCIAL WARRANT REGISTER  
FOR WARRANTS DATED 01/06/2022

01/06/22 PAGE 1

DISTRICT: 040 LAKESIDE UNION SCHOOL DISTRICT  
BATCH: 0006 PAYMENTS  
FUND : 01 GENERAL FUND

WARRANT	VENDOR/ADDR REQ#	NAME (REMIT) REFERENCE LN	FD-RESC-Y-OBJT.	DEPOSIT TYPE SO-GOAL-FUNC-STE-T2-TY3-TYP4	ABA NUM	ACCOUNT NUM DESCRIPTION	AMOUNT
90087688	000606/	ABATE-A-WEED		99 EFT			
		PV-220095	01-0000-0-4300	00-0000-8100-001-00-000-0000		MAINT	420.53
				WARRANT TOTAL			\$420.53
44790394	002365/	ADVANCED DATA STORAGE					
		PV-220094	01-3210-0-5800	00-0000-7200-000-00-000-0000		SHRED CONSOLE	106.95
		PV-220107	01-3210-0-5800	00-0000-7200-000-00-000-0000		SHRED CONSOLE	35.65
				WARRANT TOTAL			\$142.60
44790395	001928/	BAKERSFIELD FARP					
		PV-220099	01-0000-0-5800	00-0000-8100-001-00-000-0000		ALARM ACTIVATION	15.00
				WARRANT TOTAL			\$15.00
44790396	002413/	BAUDVILLE					
		PV-220100	01-0000-0-4300	00-0000-2700-002-00-000-0000		SUPPLIES	66.68
				WARRANT TOTAL			\$66.68
90087689	000769/	BOB'S WHOLESALE AUTO GLASS		99 EFT			
		PV-220098	01-0000-0-4300	00-0000-8100-001-00-000-0000		MAINT	256.35
				WARRANT TOTAL			\$256.35
44790397	000366/	BUCK'S LANDSCAPE MATERIALS					
		PV-220097	01-8150-0-5800	00-0000-8100-001-00-000-0000		MAINT	402.02
				WARRANT TOTAL			\$402.02
44790398	002470/	CALIFORNIA LABOR LAW POSTER					
		PV-220104	01-0000-0-4300	00-0000-8100-001-00-000-0000		POSTERS	254.50
				WARRANT TOTAL			\$254.50
44790399	000132/	CALIFORNIA WATER SERVICE					
		PV-220106	01-0000-0-5500	00-0000-8100-002-00-000-0000		WATER	3,595.57
				WARRANT TOTAL			\$3,595.57
44790400	001104/	CARDMEMBER SERVICE					
		PV-220114	01-3212-0-4300	00-1110-1000-000-00-000-0000		VISA, ADOBE, ZOOM, PPE, INTERES	1,133.36
			01-3212-0-5800	00-0000-2700-000-00-000-0000		VISA, ADOBE, ZOOM, PPE, INTERES	14.99

APY250 L.00.06

KERN COUNTY SUPERINTENDENT OF SCHOOLS  
COMMERCIAL WARRANT REGISTER  
FOR WARRANTS DATED 01/06/2022

01/06/22 PAGE 2

DISTRICT: 040 LAKESIDE UNION SCHOOL DISTRICT  
BATCH: 0006 PAYMENTS  
FUND : 01 GENERAL FUND

WARRANT	VENDOR/ADDR REQ#	NAME (REMIT) REFERENCE LN	FD-RESC-Y-OBJT.	DEPOSIT TYPE SO-GOAL-FUNC-STE-T2-TY3-TYP4	ABA NUM	ACCOUNT NUM DESCRIPTION	AMOUNT
			01-3212-0-5800	.00-0000-7200-000-00-000-0000		VISA, ADOBE,ZOOM, PPE, INTERES	254.89
			01-3212-0-5800	.00-0000-7200-000-00-000-0000		VISA, ADOBE,ZOOM, PPE, INTERES	248.26
				WARRANT TOTAL			\$1,651.50
44790401	000381/	CHAMPION HARDWARE					
		PV-220109	01-8150-0-5800	.00-0000-8100-002-00-000-0000		MAINT SUPPLIES	237.50
				WARRANT TOTAL			\$237.50
90087690	002205/	CINTAS CORPORATION		99 EFT			
		PV-220103	01-7422-0-4300	.00-0000-8100-000-00-000-0000		MAINT SUPPLIES	2,029.89
				WARRANT TOTAL			\$2,029.89
44790402	000385/	CITY OF BAKERSFIELD					
		PV-220108	01-0000-0-5500	.00-0000-8100-000-00-000-0000		TRASH	2,831.45
				WARRANT TOTAL			\$2,831.45
44790403	002447/	COMPREHENSIVE DRUG TESTING					
		PV-220110	01-0000-0-5800	.00-0000-3600-000-00-000-0000		DOT SRUG SCREEN	628.00
				WARRANT TOTAL			\$628.00
44790404	002357/	CPI					
		PV-220102	01-6500-0-5800	.00-5770-7200-000-00-000-0000		CPI TRAINING	150.00
				WARRANT TOTAL			\$150.00
90087691	800846/	Central Janitors Supply Co		99 EFT			
		PV-220101	01-7422-0-4300	.00-0000-8100-000-00-000-0000		MAINT SUPPLIES	8,457.50
				WARRANT TOTAL			\$8,457.50
44790405	102726/	DARRELL HOWARD					
		PV-220126	01-7425-0-5200	.00-0000-3600-000-00-000-0000		MILEAGE	176.40
				WARRANT TOTAL			\$176.40
44790406	001822/	DEPARTMENT OF INDUSTRIAL					
		PV-220111	01-0000-0-5800	.00-0000-8100-002-00-000-0000		ELEVATOR FEES PERMIT	925.00
				WARRANT TOTAL			\$925.00
44790407	000307/	DEPARTMENT OF JUSTICE					
		PV-220113	01-7422-0-5800	.00-0000-7200-000-00-000-0000		FINGERPRINTS	1,726.00



APY250 L.00.06

KERN COUNTY SUPERINTENDENT OF SCHOOLS  
COMMERCIAL WARRANT REGISTER  
FOR WARRANTS DATED 01/06/2022

01/06/22 PAGE 3

DISTRICT: 040 LAKESIDE UNION SCHOOL DISTRICT  
BATCH: 0006 PAYMENTS  
FUND : 01 GENERAL FUND

WARRANT	VENDOR/ADDR REQ#	NAME (REMIT) REFERENCE LN	FD-RESC-Y-OBJT.	DEPOSIT TYPE SO-GOAL-FUNC-STE-T2-TY3-TYP4	ABA NUM	ACCOUNT NUM DESCRIPTION	AMOUNT
WARRANT TOTAL							\$1,726.00
44790408	002002/	DOCUMENT TRACKING SERVICES					
		PV-220112	01-0000-0-5800	.00-0000-7200-000-00-000-0000		DOC TRACKING SERVICE	302.53
WARRANT TOTAL							\$302.53
44790409	002471/	EMCOR SERVICES					
		PV-220116	01-7422-0-5800	.00-0000-8100-000-00-000-0000		CHILLER UNITS MAINT	25,200.87
WARRANT TOTAL							\$25,200.87
90087692	001178/	INC EWING IRRIGATION PRODUCTS	99	EFT			
		PV-220115	01-8150-0-4300	.00-0000-8100-002-00-000-0000		MAINT	1,093.98
WARRANT TOTAL							\$1,093.98
44790410	002209/	FASTENAL					
		PV-220119	01-3212-0-4300	.00-1110-1000-000-00-000-0000		MAINT	851.97
WARRANT TOTAL							\$851.97
44790411	001302/	FEDEX					
		PV-220118	01-7422-0-5900	.00-0000-7200-000-00-000-0000		POSTAGE	62.73
WARRANT TOTAL							\$62.73
44790412	001026/	FERGUSON ENTERPRISES					
		PV-220117	01-8150-0-4300	.00-0000-8100-002-00-000-0000		MAINT	436.05
WARRANT TOTAL							\$436.05
90087693	000680/	FOLLETT LIBRARY RESOURCES	99	EFT			
	220013	PO-220013	1.	01-6300-0-4100	.00-1110-1000-001-00-000-0000	TEXTBOOKS	2,143.64
WARRANT TOTAL							\$2,143.64
44790413	001238/	GALVAN TIRE SERVICE					
		PV-220121	01-0000-0-5600	.00-0000-3600-000-00-000-0000		REPAIR	255.00
WARRANT TOTAL							\$255.00
44790414	002459/	GENERATION GENIUS SCIENCE CUR.					
	220012	PO-220012	1.	01-3212-0-5800	.00-1110-1000-000-00-000-0000	SCIENCE CURRICULUM	995.00
WARRANT TOTAL							\$995.00

APY250 L.00.06

KERN COUNTY SUPERINTENDENT OF SCHOOLS  
COMMERCIAL WARRANT REGISTER  
FOR WARRANTS DATED 01/06/2022

01/06/22 PAGE 4

DISTRICT: 040 LAKESIDE UNION SCHOOL DISTRICT  
BATCH: 0006 PAYMENTS  
FUND : 01 GENERAL FUND

WARRANT	VENDOR/ADDR REQ#	NAME (REMIT) REFERENCE LN	DEPOSIT TYPE FD-RESC-Y-OBJT.SO-GOAL-FUNC-STE-T2-TY3-TYP4	ABA NUM	ACCOUNT NUM DESCRIPTION	AMOUNT
44790415	001073/	GOLDEN EMPIRE TOWING				
		PV-220120	01-0000-0-5600.00-0000-3600-000-00-000-0000		TOWING	542.50
			WARRANT TOTAL			\$542.50
90087694	000515/	GOPHER SPORT	99 EFT			
		PV-220123	01-3212-0-4300.00-1110-1000-000-00-000-0000		SUPPLIES	1,571.71
			WARRANT TOTAL			\$1,571.71
44790416	001038/	GORDON SERVICES				
		PV-220122	01-3212-0-5800.00-1110-1000-000-00-000-0000		CROSSING GUARDS	7,682.64
			WARRANT TOTAL			\$7,682.64
44790417	002042/	GOVERNMENT FINANCIAL				
		PV-220124	01-0000-0-5800.00-0000-7100-000-00-000-0000		PRO FEES	393.75
			WARRANT TOTAL			\$393.75
44790418	000140/	GRAYBAR				
		PV-220125	01-3212-0-4300.00-1110-1000-000-00-000-0000		MAINT	55.52
			WARRANT TOTAL			\$55.52
44790419	002422/	HEATHER SARTI				
		PV-220141	01-0000-0-5200.00-1110-2100-001-00-000-0000		MILEAGE	29.29
			WARRANT TOTAL			\$29.29
44790420	000320/	HOME DEPOT CREDIT SERVICES				
		PV-220128	01-3210-0-4300.00-0000-8100-000-00-000-0000		SUPPLIES	3,297.43
			WARRANT TOTAL			\$3,297.43
44790421	002472/	HUNSAKER BROTHERS				
		PV-220127	01-3212-0-4300.00-1110-1000-000-00-000-0000		REWARDS IN LCAP	1,540.00
			WARRANT TOTAL			\$1,540.00
44790422	001045/	INFINITY COMMUNICATIONS				
		PV-220129	01-0000-0-5800.00-0000-7200-000-00-000-0000		ERATE AND PROJECTS	3,415.00
			WARRANT TOTAL			\$3,415.00
44790423	002382/	KERN RIVER POWER EQUIPMENT				
		PV-220131	01-8150-0-5800.00-0000-8100-001-00-000-0000		MAINT FOR GROUNDS	654.65

APY250 L.00.06

KERN COUNTY SUPERINTENDENT OF SCHOOLS  
COMMERCIAL WARRANT REGISTER  
FOR WARRANTS DATED 01/06/2022

01/06/22 PAGE 5

DISTRICT: 040 LAKESIDE UNION SCHOOL DISTRICT  
BATCH: 0006 PAYMENTS  
FUND : 01 GENERAL FUND

WARRANT	VENDOR/ADDR REQ#	NAME (REMIT) REFERENCE LN	FD-RESC-Y-OBJT.	DEPOSIT TYPE SO-GOAL-FUNC-STE-T2-TY3-TYP4	ABA NUM	ACCOUNT NUM DESCRIPTION	AMOUNT
WARRANT TOTAL							\$654.65
90087695	000052/	KERN TURF SUPPLY S.W.		99 EFT			
		PV-220130	01-3210-0-4300	00-0000-8100-000-00-000-0000		MAINT YARD	1,338.42
WARRANT TOTAL							\$1,338.42
44790424	000589/	LINCOLN EQUIPMENT INC.					
		PV-220132	01-0000-0-4300	00-0000-8100-001-00-000-0000		POOL SUPPLIES	4,530.23
WARRANT TOTAL							\$4,530.23
44790425	000115/	MCMOR CHLORINATION					
		PV-220133	01-8150-0-5800	00-0000-8100-001-00-000-0000		WATER TREATMENT	2,954.10
WARRANT TOTAL							\$2,954.10
44790426	002127/	MJP COMPUTERS					
		PV-220134	01-3212-0-4300	00-1110-1000-000-00-000-0000		COMPUTERS FOR ONLINE LEARNERS	139,079.24
WARRANT TOTAL							\$139,079.24
44790427	002473/	NIELSEN MERKSAMER					
		PV-220148	01-0000-0-5800	00-0000-7200-000-00-000-0000		LEGAL COUNSEL BOARD REDISTRICT	4,098.50
WARRANT TOTAL							\$4,098.50
44790428	000061/	P G & E					
		PV-220135	01-0000-0-5500	00-0000-8100-001-00-000-0000		PGE	14,954.61
			01-0000-0-5500	00-0000-8100-002-00-000-0000		PGE	18,527.71
WARRANT TOTAL							\$33,482.32
44790429	002389/	PATRICK WADMAN					
		PV-220139	01-6500-0-5800	00-5001-3150-000-00-000-0000		SPEECH	350.00
WARRANT TOTAL							\$350.00
44790430	000164/	PITNEY BOWES GLOBAL FINANCIAL					
		PV-220138	01-7422-0-5900	00-0000-7200-000-00-000-0000		LEASE POSTAGE	312.93
WARRANT TOTAL							\$312.93
90087696	000173/	PRICE DISPOSAL INC.		99 EFT			
		PV-220136	01-7422-0-5500	00-0000-8100-000-00-000-0000		1-16776-001	3,913.23



APY250 L.00.06

KERN COUNTY SUPERINTENDENT OF SCHOOLS  
COMMERCIAL WARRANT REGISTER  
FOR WARRANTS DATED 01/06/2022

01/06/22 PAGE 6

DISTRICT: 040 LAKESIDE UNION SCHOOL DISTRICT  
BATCH: 0006 PAYMENTS  
FUND : 01 GENERAL FUND

WARRANT	VENDOR/ADDR REQ#	NAME (REMIT) REFERENCE LN	DEPOSIT TYPE FD-RESC-Y-OBJT.SO-GOAL-FUNC-STE-T2-TY3-TYP4	ABA NUM	ACCOUNT NUM DESCRIPTION	AMOUNT
WARRANT TOTAL						\$3,913.23
44790431	000463/	PURCHASE POWER				
		PV-220137	01-7422-0-5900.00-0000-7200-000-00-000-0000		POSTAGE	1,113.01
WARRANT TOTAL						\$1,113.01
44790432	000564/	SPURR				
		PV-220140	01-7422-0-5500.00-0000-8100-000-00-000-0000		NATURAL GAS	2,651.31
WARRANT TOTAL						\$2,651.31
44790433	002437/	STAPLES				
		PV-220142	01-3212-0-4300.00-1110-1000-000-00-000-0000		CLASSROOM SUPPLIES	13,391.61
WARRANT TOTAL						\$13,391.61
90087697	000011/	THE BAKERSFIELD CALIFORNIAN	99 EFT			
		PV-220105	01-0000-0-5800.00-0000-7200-000-00-000-0000		LEGAL AD	156.31
WARRANT TOTAL						\$156.31
44790434	002104/	TY BRYSON				
		PV-220096	01-0000-0-5200.00-0000-7200-000-00-000-0000		REIMB	140.00
WARRANT TOTAL						\$140.00
44790435	000454/	VERIZON WIRELESS				
		PV-220143	01-0000-0-5500.00-0000-8100-001-00-000-0000		CELL PHONES	1,452.46
WARRANT TOTAL						\$1,452.46
44790436	000625/	WALL STREET ALLEY				
		PV-220146	01-0000-0-4300.00-0000-8100-002-00-000-0000		UNIFORMS MAINT SUPPLIES	2,267.84
WARRANT TOTAL						\$2,267.84
44790437	001998/	WELLS FARGO FINANCIAL LEASING				
		PV-220147	01-7425-0-5600.00-0000-2700-000-00-000-0000		COPIER LEASE	7,229.44
WARRANT TOTAL						\$7,229.44
44790438	002356/	WEX BANK				
		PV-220145	01-0000-0-4300.00-0000-8100-000-00-000-0000		FUELS FOR CARS	1,994.33
WARRANT TOTAL						\$1,994.33

APY250 L.00.06

KERN COUNTY SUPERINTENDENT OF SCHOOLS  
COMMERCIAL WARRANT REGISTER  
FOR WARRANTS DATED 01/06/2022

01/06/22 PAGE 7

DISTRICT: 040 LAKESIDE UNION SCHOOL DISTRICT  
BATCH: 0006 PAYMENTS  
FUND : 01 GENERAL FUND

WARRANT	VENDOR/ADDR REQ#	NAME (REMIT) REFERENCE LN	DEPOSIT TYPE FD-RESC-Y-OBJT.SO-GOAL-FUNC-STE-T2-TY3-TYP4	ABA NUM	ACCOUNT NUM DESCRIPTION	AMOUNT
90087698	000270/	WHOLESALE FUELS INC.	99 EFT			
		PV-220144	01-0000-0-4300.00-0000-3600-000-00-000-0000		FUEL FOR BUSES	4,530.19
			WARRANT TOTAL			\$4,530.19
*** FUND	TOTALS ***		TOTAL NUMBER OF CHECKS:	45	TOTAL AMOUNT OF CHECKS:	\$273,564.47*
			TOTAL ACH GENERATED:	0	TOTAL AMOUNT OF ACH:	\$ .00*
			TOTAL EFT GENERATED:	11	TOTAL AMOUNT OF EFT:	\$25,911.75*
			TOTAL PAYMENTS:	56	TOTAL AMOUNT:	\$299,476.22*
***	BATCH TOTALS ***		TOTAL NUMBER OF CHECKS:	45	TOTAL AMOUNT OF CHECKS:	\$273,564.47*
			TOTAL ACH GENERATED:	0	TOTAL AMOUNT OF ACH:	\$ .00*
			TOTAL EFT GENERATED:	11	TOTAL AMOUNT OF EFT:	\$25,911.75*
			TOTAL PAYMENTS:	56	TOTAL AMOUNT:	\$299,476.22*
***	DISTRICT TOTALS ***		TOTAL NUMBER OF CHECKS:	45	TOTAL AMOUNT OF CHECKS:	\$273,564.47*
			TOTAL ACH GENERATED:	0	TOTAL AMOUNT OF ACH:	\$ .00*
			TOTAL EFT GENERATED:	11	TOTAL AMOUNT OF EFT:	\$25,911.75*
			TOTAL PAYMENTS:	56	TOTAL AMOUNT:	\$299,476.22*

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# **Supplement to the Annual Update for LCAP**



## **Background:**

### **Supplement to the 2021-22 LCAP**

The intent of this update is to provide the governing board and the LEAs' educational partners with a point-in-time report related to funding received through the 2021 Budget Act, which includes federal Elementary and Secondary School Emergency Relief (ESSER) III funds, as well as the implementation of the LCAP to date.

- **Who?** All LEAs.
- **What?** Present **an update** on the annual update to the 2021–22 LCAP at a regularly scheduled meeting of the governing board of the LEA (non-approval board item).
- **When?** On or before **February 28, 2022.**

# Requirements of AB 130

Assembly Bill 130,  
Section 124 (E)

**01** The supplement to the annual update required by subdivision (a). Template

**02** All available mid-year outcome data related to metrics identified in the 2021-22 LCAP.  
No Template

**03** Mid-year expenditures and implementation data on all actions identified in the 2021-22 LCAP.  
No Template



## Supplement to Annual Update Template



### Prompts

- |   |  |                 |
|---|--|-----------------|
|    | <b>LEA Engagement</b>                                | <b>Prompt 1</b> |
|    | <b>Additional Concentration Grant Add-on Funding</b> | <b>Prompt 2</b> |
|    | <b>One-Time Federal Funds-COVID-19</b>               | <b>Prompt 3</b> |
|  | <b>ARP of 2021 &amp; ESSER Update</b>                | <b>Prompt 4</b> |
|  | <b>Fiscal Resources &amp; Applicable Plans</b>       | <b>Prompt 5</b> |

## Review and Approval Process

The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP as follows:

- The 2022–23 Budget Overview for Parents
- The 2021–22 Supplement
- The 2022–23 LCAP
- The Action Tables for the 2022–23 LCAP
- The Instructions for the LCAP Template

**Q / A**

**Thank you!**



# Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Lakeside Union School District	Ty Bryson District Superintendent	tbryson@lakesideusd.org 661.836.6658

California's 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2021-22 Local Control and Accountability Plan (LCAP).

The Lakeside Union School District engages in the continuous improvement process throughout the year. Throughout the LCAP development process, the LEA receives input on a variety of district programs and services provided to students. Purposeful engagement efforts are in progress that supports planning for determining prevention and mitigation strategies, and strategies to address the academic impact of lost instructional time. The funds provided by the Budget Act of 2021 were not included in the Local Control Accountability Plan (LCAP). Therefore, while engaging with our educational partners to plan for the spending of the funds provided by the Budget Act of 2021, district administration reflected on input received from community members during the development of the Extended Learning Opportunities Grant Plan (ELO), Educator Effectiveness Block Grant (EEBG) and the Elementary and Secondary School Emergency Relief Fund (ESSER) as well as consulted with the following educational partners: students, families (including that speak languages other than English), school and district administrators, Special Education Local Planning Area administrator, teachers, principals, local bargaining units, all other school personnel, and representatives of underserved students, including low-income, English learners, students of color, foster youth, homeless, students with disabilities, and migratory students. Additionally, at the beginning of the COVID-19 pandemic in the spring of 2020, the district formed a District Advisory Committee (DAC) which consists of parents, certificated staff, classified staff, the District Nurse, the Technology Coordinator, the Director of Maintenance and Operations, Director of Student Services, school site administrators and the District Superintendent. The LEA has engaged educational partners during the 2021-22 school year as follows:

- The Extended Learning Opportunities Grant Plan was reviewed by the District Advisory Committee. The plan was Board approved on May 11, 2021.
- A public meeting/forum was held on Sept.29, 2021 regarding the ESSER III Expenditure Plan. Board approval was Oct. 12, 2021.
- A public meeting/forum was held on Nov. 9, 2021 regarding the Educator Effectiveness Block Grant. Board approval was Dec. 14, 2021.



A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

The Lakeside Union School District will use the concentration grant add-on funding to hire three part-time Intervention Teachers who will provide direct services to students in the district. Services will include the development of an intervention program that will provide targeted support for students identified by a universal screener in ELA and math. Additionally, these funds will be used to hire three part-time classified instructional aides to support Intervention Teachers, and the intervention program for ELA and math. Concentration grant add-on funding will also be used to retain one District Counselor so that direct services are uninterrupted.

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

Throughout the LCAP development process, the LEA receives input on a variety of district programs and services provided to students. Due to limited LCFF resources, not all these expressed needs can be addressed in the LCAP, however this feedback has been considered in the use of additional funds received. Lakeside Union School District has created a District Advisory Committee (DAC) that includes all stakeholders including administration, certificated staff, classified staff, parents, technology, and Maintenance, Operations and Transportation. DAC meets on a regular basis to go over plans, discuss the state of current events, and to review procedures and protocols that are in place. In addition, the LEA has engaged Educational Partners during the 2021-22 school year as follows:

Engagement efforts during the Expanding Learning Opportunities Grant (ELOG) and the ESSER III plan development included consultation with Booster Club and Parent Teacher Clubs, School staff meetings, School Leadership Team meetings, School Site Council meetings, the Dir. of Student Support Services, as well as district psychologists and counselor, the English Language Development/Response to Intervention Coordinator, the Dir. of Maintenance/Operations/Transportation.

- A public meeting/forum was held on Sept.29, 2021 regarding the ESSER III Expenditure Plan. Board approval was Oct. 12, 2021. [ESSER III link]
- The Expanding Learning Opportunities Grant was board approved May 11, 2021 [ELO link]

A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

It is a priority of the Lakeside School District to ensure the health and safety of students, educators, and other staff as well as to ensure continuity of services, as required by the American Rescue Plan (ARP) Act of 2021. The LEA has implemented the following actions identified in our ESSER III Expenditure Plan. Specifically, the following have been successfully implemented: universal assessment tools, multi-tiered system of supports, hiring of paraprofessionals, and an independent study program for students in quarantine. The following actions are in the process of being implemented: projects to improve and increase access to drinking water at Lakeside School, and

accelerating the progress to close learning gaps through implementation of of a RTI teacher. The following actions will be implemented in the future: projects to improve the indoor air quality in schools, projects to install video surveillance equipment, and summer school. Due to lack of staffing, we have experienced challenges to the implementation of after school intervention for ELA and math.

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA's 2021–22 LCAP and Annual Update.

The Lakeside Union School District considers the LCAP to be the comprehensive planning document that captures the priorities, goals, and actions to improve student outcomes. As such, all additional funds received are viewed through the lens of the LCAP to determine where student needs exist and what services are needed to address those needs. Fiscal resources received are aligned with all LCAP Goals:

- Goal 1 All students will demonstrate growth towards meeting or exceeding standards in English Language Arts, Math, Science, History/Social Science and English Language Development, as demonstrated through state assessments, local formative assessments and course grades.
- Goal 2 The district will provide an engaging and nurturing environment where students will demonstrate a positive growth in attendance rates, decrease in student suspension and expulsion and increase in parental involvement.
- Goal 3 The district will continue to hire the most qualified teachers and train them in the latest instructional strategies, maintain clean, safe, functional facilities that are in good repair, and provide sufficient standards aligned instructional materials in core academics to all students with a focus on Students with Disabilities, English Learners, low income, and foster youth.



# Instructions for the Supplement to the Annual Update for the 2021–22 Local Control and Accountability Plan Year

*For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at [lcff@cde.ca.gov](mailto:lcff@cde.ca.gov).*

## Introduction

California's 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:

- The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

When reporting available mid-year outcome, expenditure, and implementation data, LEAs have flexibility to provide this information as best suits the local context, provided that it is succinct and contains a level of detail that is meaningful and accessible for the LEA's educational partners.

The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP as follows:

- The 2022–23 Budget Overview for Parents
- The 2021–22 Supplement
- The 2022–23 LCAP
- The Action Tables for the 2022–23 LCAP
- The Instructions for the LCAP Template

As such, the 2021–22 Supplement will be submitted for review and approval as part of the LEA's 2022–23 LCAP.

## Instructions

Respond to the following prompts, as required. In responding to these prompts, LEAs must, to the greatest extent practicable, provide succinct responses that contain a level of detail that will be meaningful and accessible for the LEA's educational partners and the broader public and must, to the greatest extent practicable, use language that is understandable and accessible to parents.

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to



reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as a link to a web page), and where in the plan the information being referenced may be found.

**Prompt 1:** *“A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).”*

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

**Prompt 2:** *“A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.”*

If LEA does not receive a concentration grant or the concentration grant add-on, provide this explanation.

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California *Education Code* Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

In the event that the additional concentration grant add-on is not sufficient to increase the number of staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, describe how the LEA is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

**Prompt 3:** *“A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.”*

If the LEA did not receive one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students, provide this explanation.

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (<https://www.cde.ca.gov/fg/cr/relieffunds.asp>) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (<https://www.cde.ca.gov/fg/cr/>) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

**Prompt 4:** *“A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.”*



If an LEA does not receive ESSER III funding, provide this explanation.

Describe the LEA's implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

**Prompt 5:** "A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA's 2021–22 LCAP and Annual Update."

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA's 2021–22 LCAP. For purposes of responding to this prompt, "applicable plans" include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

California Department of Education  
November 2021

# Mid-Year LCAP Update

February 2022



# Background

Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the annual update to the 2021–22 LCAP and budget overview for parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting the LEA must include all of the following:

- The Supplement for the Annual Update for the 2021–22 LCAP;
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.



# The Supplement for the Annual Update for the 2021–22 LCAP

Will address five specific prompts.

1. A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2021–22 Local Control and Accountability Plan (LCAP).
2. A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.
3. A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.
4. A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation. [i.e., the ESSER III Plan]
5. A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA's 2021–22 LCAP and Annual Update.





## Impact to the Budget Overview for Parents

When the Lakeside Union School District adopted our LCAP and Budget on June 15, 2021, the state budget act was not complete. The adopted state budget included additional funds that were not anticipated by our district. The impact to our adopted Budget Overview for Parents is as follows:

Item	As adopted in BOP	Amount per Budget Act
Total LCFF Funds	\$xx,xxx,xxx	\$xx,xxx,xxx
LCFF Supplemental/ Concentration Grants	\$xx,xxx,xxx	\$xx,xxx,xx
Elementary and Secondary School Emergency Relief (ESSER III)	N/A	\$2,001,513
Educator Effectiveness Block Grant	N/A	\$267,912
Expanded Learning Opportunities Grant	N/A	\$972,658



## Mid-Year LCAP Report

Will address these two items.

- All available mid-year outcome data related to **metrics** identified in the 2021–22 LCAP; and
- Mid-year **expenditure** and **implementation data** on all actions identified in the 2021–22 LCAP.



## **LUSD LCAP Goal 1**

All students will demonstrate growth towards meeting or exceeding standards in English Language Arts, Math, Science, History/Social Science and English Language Development, as demonstrated through state assessments, local formative assessments and course grades.

## **LUSD LCAP Goal 2**

The district will provide an engaging and nurturing environment where students will demonstrate a positive growth in attendance rates, decrease in student suspension and expulsion and increase in parental involvement.

## **LUSD LCAP Goal 3**

The district will continue to hire the most qualified teachers and train them in the latest instructional strategies, maintain clean, safe, functional facilities that are in good repair, and provide sufficient standards aligned instructional materials in core academics to all students with a focus on Students with Disabilities, English Learners, low income, and foster youth. This goal will increase the quality of instruction and have a positive impact on student growth.



# LUSD LCAP Goal 1 – Metrics

Metric	2020-21 Baseline	Desired Outcome for 2023-24	2021-22 Mid-Year Update	Status
P.4A Statewide Assessments	2019 CAASPP ELA, Math & CAST	2023 CAASPP ELA, Math & CAST	Mid-Year Report: <i>Unavailable</i>	<i>Unavailable</i>
P.4 B A-G Requirements	N/A	N/A	N/A	N/A
P.4 C CTE Pathways	N/A	N/A	N/A	N/A
P.4 D Completion of B & C	N/A	N/A	N/A	N/A
P4. E Progress of ELs	2019 ELPI	2023 ELPI	206 ELs will take the Summative ELPAC 2021-2022  Mid-Year ELPI 57.8% making progress towards English language proficiency	On-going
P4. F EL Reclassification	16.5%	25%	2021 Mid-Year Report Reclassified: 36 Reclassified Rate: 14.8%	On-going
P4. G AP Exams	N/A	N/A	N/A	N/A
P8 CAST	Grade 5: 27% Grade 8: 36%	Grade 5: 36% Grade 8: 45%	Mid-Year Report: <i>Unavailable</i>	<i>Unavailable</i>





# LUSD LCAP Goal 1 - Metrics

Metric	2020-21 Baseline	Desired Outcome for 2023-24	2021-22 Mid-Year Update	Status
P8 STAR Literacy TK-2nd Grade	STAR Literacy TK-2nd Grade: Implemented August 2021	2023 Mid Year STAR Screening Report	STAR Literacy TK-2nd Grade: STAR Screening Report Below Benchmark  TK: 74% Kindergarten: 57% 1st Grade: 61% 2nd Grade: 79%	On-going
P8 STAR Reading 2nd-8th Grade	STAR Reading 2nd-8th Grade: April 2021 STAR Screening Report Below Benchmark 2nd Grade: 43% 3rd Grade: 61% 4th Grade: 57% 5th Grade: 64% 6th Grade: 61% 7th Grade: 69% 8th Grade: 69%	STAR Reading 2nd-8th Grade: 2023 Mid Year STAR Screening Report Below Benchmark 2nd Grade: 37% 3rd Grade: 55% 4th Grade: 51% 5th Grade: 58% 6th Grade: 55% 7th Grade: 63% 8th Grade: 63%	STAR Reading 2nd-8th Grade: April 2021 STAR Screening Report Below Benchmark 2nd Grade: 65% 3rd Grade: 71% 4th Grade: 69% 5th Grade: 60% 6th Grade: 72% 7th Grade: 68% 8th Grade: 66%	On-going



# LUSD LCAP Goal 1 – Metrics

Metric	2020-21 Baseline	Desired Outcome for 2023-24	2021-22 Mid-Year Update	Status
P8 STAR Math 1st-8th Grade	<i>STAR Math 1st-8th Grade: April 2021 STAR Screening Report Below Benchmark</i> 1st Grade: 48% 2nd Grade: 48% 3rd Grade: 61% 4th Grade: 54% 5th Grade: 53% 6th Grade: 52% 7th Grade: 47% 8th Grade: 46%	<i>STAR Math 1st-8th Grade: 2023 Mid Year STAR Screening Report Below Benchmark</i> 1st Grade: 42% 2nd Grade: 42% 3rd Grade: 55% 4th Grade: 48% 5th Grade: 47% 6th Grade: 48% 7th Grade: 41% 8th Grade: 41%	<i>STAR Math 1st-8th Grade: April 2021 STAR Screening Report Below Benchmark</i> 1st Grade: 54% 2nd Grade: 67% 3rd Grade: 78% 4th Grade: 80% 5th Grade: 90% 6th Grade: 90% 7th Grade: 82% 8th Grade: 81%	On-going



# LUSD LCAP Goal 1 - Actions

Action Title	Budgeted Expenditure	Estimated Actuals (1st Interim)	Implementation Note
1. Universal Assessment Tools	\$100,000.00	\$100,000.00	Completed
2. Professional Learning - Assessments.	\$20,000.00	\$5,000.00	In-progress
3. Advancement Via Individual Determination (AVID) Program.	\$5,000.00	\$2,000.00	In-progress
4. After School Intervention for ELA and Math	\$13,000.00	\$5,000.00	In-progress
5. Student Support Services	\$3,500,000.00	\$450,000.00	In-progress
6. Reading and Math Intervention Program	\$170,000.00	\$170,000.00	In-progress





# LUSD LCAP Goal 2 - Metrics

Metric	2020-21 Baseline	Desired Outcome for 2023-24	2021-22 Mid-Year Update	Status
P3 A Parent input	75%	80%	Mid-Year Report In Progress	On-going
P3 B Participate in programs for low income, English learner and foster youth pupils.	ELAC/DELAC Meetings	ELAC/DELAC Meetings	Mid-Year Report In Progress	On-going
P3 C Parent participation for SWD	100%	100%	Mid-Year Report In Progress	On-going
P5 A Attendance rate	-Lakeside School: 94.45% -Suburu School: 97.63%	-Lakeside School: 96% -Suburu School: 98%	January 2022 KiDS Year to Date Attendance: -Lakeside School: 86.50% -Suburu School: 87.52%	On-going



# LUSD LCAP Goal 2 - Metrics

Metric	2020-21 Baseline	Desired Outcome for 2023-24	2021-22 Mid-Year Update	Status
P5 B Chronic absenteeism rate	<ul style="list-style-type: none"> <li>-Lakeside School: 15.11%</li> <li>-Donald E. Suburu School: 6.51%</li> <li>-District: Orange 14.6%</li> <li>-Lakeside School: Yellow 12.9%</li> <li>-Donald E. Suburu School: Orange 15.9%</li> </ul>	<ul style="list-style-type: none"> <li>-Lakeside School: 13.11%</li> <li>-Donald E. Suburu School: 4.51%</li> <li>-District: Yellow</li> <li>-Lakeside School: Green</li> <li>-Donald E. Suburu School: Yellow</li> </ul>	<p>January 2022 KiDS Report "What grades have the most chronically absent students?" identified the following chronically absent students.</p> <p>-Lakeside School Number of Students:</p> <ul style="list-style-type: none"> <li>K: 12 students</li> <li>1st Grade: 17 students</li> <li>2nd Grade: 11 students</li> <li>3rd Grade: 15 students</li> <li>4th Grade: 17 students</li> <li>5th Grade: 13 students</li> <li>6th Grade: 75 students</li> <li>7th Grade: 79 students</li> <li>8th Grade: 100 students</li> </ul> <p>-Donald E. Suburu School: % totaling 56 students</p> <ul style="list-style-type: none"> <li>TK: 32 students</li> <li>K: 91 students</li> <li>1st Grade: 92 students</li> <li>2nd Grade: 77 students</li> <li>3rd Grade: 93 students</li> <li>4th Grade: 99 students</li> <li>5th Grade: 83 students</li> </ul> <p>2020 CA School Dashboard: Chronic Absenteeism Mid-Year Report Unavailable</p>	On-going



# LUSD LCAP Goal 2 - Metrics

Metric	2020-21 Baseline	Desired Outcome for 2023-24	2021-22 Mid-Year Update	Status
P5 C Middle school dropout rate	0%	0%	Mid-Year Report Unavailable	On-going
P5 D High school dropout rate	N/A	N/A	N/A	N/A
P5 E High school graduation rate	N/A	N/A	N/A	N/A
P6 A Suspension rate	<p>District 2.4%;</p> <ul style="list-style-type: none"> <li>-Red: African Americans 10.3%</li> <li>-Orange: Hispanic 2.1%, Socioeconomically Disadvantaged 3.0% Students with Disabilities 4.3%</li> </ul> <p>Lakeside School 3.9%; All Students: Orange</p> <p>Donald E. Suburu School: 1.1%; All Students: Yellow</p> <p>-District: 0.13%</p> <p>-Lakeside School: 0.31% -Donald E. Suburu School: 0.0%</p>	<p>District</p> <ul style="list-style-type: none"> <li>-Red: No Student Groups</li> <li>-Orange: No Student Groups</li> </ul> <p>Lakeside School: All Students: Yellow</p> <p>Donald E. Suburu School: All Students: Green</p> <p>-District: 0.1%</p> <p>-Lakeside School: 0.1%</p> <p>-Donald E. Suburu School: 0.0%</p>	<p>2020 CA School Dashboard Suspension Rate.</p> <p>Mid-Year Report Unavailable</p> <p>January 2022 KiDS Suspension Rate Data</p> <ul style="list-style-type: none"> <li>-District: 1.19% total of students</li> <li>-Lakeside School: 1.41% total of students</li> <li>-Donald E. Suburu School: 1.01% total of students</li> </ul>	On-going





# LUSD LCAP Goal 2 - Metrics

Metric	2020-21 Baseline	Desired Outcome for 2023-24	2021-22 Mid-Year Update	Status
P6 B Expulsion rate	-District: 0% -Lakeside School: 0% -Donald E. Suburu School: 0%	-District: 0% -Lakeside School: 0% -Donald E. Suburu School: 0%	-District: 0% -Lakeside School: 0% -Donald E. Suburu School: 0%	On-going
P6 C Other Local Measures -Student Surveys	-Grade 5 School Engagement and Supports School Connectedness 57% School Safety Feel safe at school 61%  -Grade 7 School Engagement and Supports School connectedness 52% School Safety School perceived as very safe or safe 47%	-Grade 5 School Engagement and Supports School Connectedness 67% School Safety Feel safe at school 71%  -Grade 7 School Engagement and Supports School connectedness 62% School Safety School perceived as very safe or safe 57%	Mid-Year Report: Unavailable	In-progress



# LUSD LCAP Goal 2 - Actions

Action Title	Budgeted Expenditure	Estimated Actuals (1st Interim)	Implementation Note
1. Positive Behavior Interventions and Supports (PBIS)	\$5,000.00	\$1,000.00	In-progress
2. Stakeholder Communication	12,000.00	\$2,000.00	In-progress
3. Parent/Family Night	2,000.00	\$0.00	Not started
4. Student Incentives	\$5,000.00	\$1,500.00	In-progress
5. Translation for Parents	\$4,000.00	\$1,000.00	In-progress
6. Multi-tiered System of Supports (MTSS).	\$5,000.00	\$1,500.00	In-progress
7. Social and Emotional Support	\$90,000.00	\$46,000.00	In-progress
8. Alternative to Suspension Program	\$5,000.00	\$1,000.00	In-progress



# LUSD LCAP Goal 3 – Metrics

Metric	2020-21 Baseline	Desired Outcome for 2023-24	2021-22 Mid-Year Update	Status
P1 A Teachers : Fully Credentialed & Appropriately Assigned	- 95.5%	-97.5%	Mid-Year Report: In Progress	-On-going
P1 B Standards-aligned Instructional Materials	-100%	-100%	Mid-Year Report: In Progress	-On-going
P1 C School Facilities per CDE's Facility Inspection Tool (FIT)	-FIT Overall Rating: Good for Lakeside School -FIT Overall Rating: Exemplary for Donald E. Suburu School	-FIT Overall Rating: Good for Lakeside School -FIT Overall Rating: Exemplary for Donald E. Suburu School	Mid-Year Report: In Progress	-On-going





# LUSD LCAP Goal 3 - Metrics

Metric	2020-21 Baseline	Desired Outcome for 2023-24	2021-22 Mid-Year Update	Status
P2 A Implementation of CA State Standards	-100%	-100%	Mid-Year Report: In Progress	-On-going
P2 B How the programs and services will enable English Learners to access the CCSS & ELD standards	-Master Schedule: 100%	-Master Schedule: 100%	Mid-Year Report: In Progress	-On-going
P7 A Students have access and are enrolled in a broad course of study	-Broad broad of study: 100%	-Broad course of study:100%	Mid-Year Report: In Progress	-On-going
P7 B Programs and services developed and provided to low income, English learner, foster youth pupils	-100% access to a broad course of study per the Master Schedule.	-100% access to a broad course of study per the Master Schedule.	Mid-Year Report: In Progress	-On-going
P7 C Programs and services developed and provided to students with disabilities	-100% of SWD have access to a broad course of study per the Master Schedule.	-100% of SWD have access to a broad course of study per the Master Schedule.	Mid-Year Report: In Progress	-On-going



# LUSD LCAP Goal 3 - Actions

Action Title	Budgeted Expenditure	Estimated Actuals (1st Interim)	Implementation Note
1. Professional Development in Learning Strategies	\$50,000.00	\$0.00	In-progress
2. Standards-based CCSS instructional materials	\$130,000.00	\$50,000.00	In-progress
3. Professional development focused on English learners	\$10,000.00	\$0.00	Not started
4. Educational online technology access	\$80,000.00	\$80,000.00	Completed: All devices for 1st-8th grade have been purchased.
5. Standards-Based Science, Technology, Engineering, Arts and Mathematics (STEAM) Learning	\$3,000.00	\$3,000.00	Completed



The continuing impacts of the COVID-19 Pandemic, including the challenges of hiring staff, implementing health and safety protocols, and addressing learning acceleration needs due to the impacts of distance learning, has presented many challenges the first half of the school year.

Despite these challenges, the Lakeside Union School District is committed to implementing the LCAP to provide the necessary services to our students.

We acknowledge, and sincerely thank, the hard work and dedication of our employees, the support of our parents, and the resilience of our students to continue our reach for excellence.





# Thanks!

Any questions?



# 2021-22 Local Control Accountability Plan (LCAP) Actions & Services Mid-Year Report

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Lakeside Union School District	Ty Bryson District Superintendent	tbryson@lakesideusd.org 661-836-6658

## Goal 1

**All students will demonstrate growth towards meeting or exceeding standards in English Language Arts, Math, Science, History/Social Science and English Language Development, as demonstrated through state assessments, local formative assessments and course grades.**

## Rationale

Analysis of student performance on California School Dashboard for the California Assessment for Student Performance and Progress indicated the following student groups as struggling in English Language Arts and Mathematics (Orange Performance Level or Red Performance Level). For English Language Arts: All Students, English Learners, Socioeconomically Disadvantaged, African American, Hispanic, Two or More Races, Students with Disabilities. For Mathematics: English Learners, Students with Disabilities, African American, Two or More Races.

The California School Dashboard English Learner Progress Indicator indicates 53.9% of our English Learners made progress towards English language proficiency.

An analysis of our local assessments of March 2021 All Grade Status Report for Dynamic Indicators of Basic Early Literacy Skills (DIBELS) in grades K-5th All Grades Status Report indicate 61% of students require additional intensive or strategic support in literacy. For the 2021-2022 school year, the district will implement STAR Literacy in grades TK-2nd grade, STAR Reading in grades 2nd-8th grade, and STAR Math in grades 1st-8th grade.

Course grades report from Kern Integrated Data System (KiDS) in March 2021 indicate the following students receiving a grade D and F at 23.48% for ELA, 28.48% in Math, 31.34% in Science, and 33.19% in Social Science.

Input received from stakeholders through the LCAP development process indicates a desire to improve academic achievement for all students. We plan to improve academic performance through actions that support and improve student learning and will measure progress towards our goal using the metrics identified below (Reference LCAP Section Stakeholder Engagement: A description of the aspects of the LCAP that were influenced by specific stakeholder input). By providing additional supports through professional development, academic programs, targeted intervention, and ongoing progress monitoring using local metrics, students will demonstrate growth in these areas.

## Expected Annual Measurable Objectives for Goal 1

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
4	PRIORITY 4: PUPIL ACHIEVEMENT	PRIORITY 4: PUPIL ACHIEVEMENT	PRIORITY 4: PUPIL ACHIEVEMENT	PRIORITY 4: PUPIL ACHIEVEMENT

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
	<p>Priority 4A: Statewide Assessments</p> <p>Statewide assessments administered</p> <ul style="list-style-type: none"> <li>Dashboard Performance Level CAASPP ELA and CAASPP Math</li> <li>California Science Test (CAST) Results</li> </ul>	<p>Priority 4A: Statewide Assessments</p> <p>Statewide assessments administered</p> <ul style="list-style-type: none"> <li>2019 Dashboard Performance Level CAASPP ELA and CAASPP Math</li> </ul> <p>2019 CAASPP ELA</p> <ul style="list-style-type: none"> <li>All students: Orange</li> <li>English Learners: Orange</li> <li>Foster Youth: N/A</li> <li>Low Income: Orange</li> <li>African American: Orange</li> <li>Students with Disabilities: Red</li> <li>Hispanic: Orange</li> <li>Two or More Races: Orange</li> </ul> <p>2019 CAASPP Math</p> <ul style="list-style-type: none"> <li>All students: Yellow</li> <li>English Learners: Orange</li> <li>Foster Youth: N/A</li> <li>Two or More Races: Orange</li> <li>African American: Orange</li> <li>Students with Disabilities: Orange</li> <li>Low Income: Yellow</li> </ul> <p>2019 CAST</p>	<p>Priority 4A: Statewide Assessments</p> <p>Statewide assessments administered</p> <ul style="list-style-type: none"> <li>2020 Dashboard Performance Level CAASPP ELA and CAASPP Math</li> </ul> <p>2020 CAASPP ELA Mid-Year Report Unavailable</p> <p>2020 CAASPP Math Mid-Year Report Unavailable</p> <p>2020 CAST Mid-Year Report Unavailable</p>	<p>Priority 4A: Statewide Assessments</p> <ul style="list-style-type: none"> <li>2023 Dashboard Performance Level CAASPP ELA and CAASPP Math</li> </ul> <p>2023 CAASPP ELA</p> <ul style="list-style-type: none"> <li>All students: Green</li> <li>English Learners: Yellow/Green</li> <li>Foster Youth: N/A</li> <li>Low Income: Yellow/Green</li> <li>African American: Yellow/Green</li> <li>Students with Disabilities: Yellow/Green</li> <li>Hispanic: Yellow/Green</li> <li>Two or More Races: Yellow/Green</li> </ul> <p>2023 CAASPP Math</p> <ul style="list-style-type: none"> <li>All students: Green</li> <li>English Learners: Yellow/Green</li> <li>Foster Youth: N/A</li> <li>Two or More Races: Yellow/Green</li> <li>Low Income: Yellow/Green</li> <li>African American: Yellow/Green</li> <li>Students with Disabilities: Yellow/Green</li> </ul>



Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
		% Meeting or Exceeding Standards <ul style="list-style-type: none"> <li>All students: 30.65%</li> </ul>		2023 CAST % Meeting or Exceeding Standards <ul style="list-style-type: none"> <li>All students: 40%</li> </ul>
4	Priority 4B: Percentage of pupils that have successfully completed A-G requirements - N/A	Priority 4B: Percentage of pupils that have successfully completed A-G requirements - N/A	Priority 4B: Percentage of pupils that have successfully completed A-G requirements - N/A	Priority 4B: Percentage of pupils that have successfully completed A-G requirements - N/A
4	Priority 4C: Percentage of pupils that have successfully completed CTE pathways - N/A	Priority 4C: Percentage of pupils that have successfully completed CTE pathways - N/A	Priority 4C: Percentage of pupils that have successfully completed CTE pathways - N/A	Priority 4C: Percentage of pupils that have successfully completed CTE pathways - N/A
4	Priority 4D: Percentage of pupils that have successfully completed 4B & 4C - N/A	Priority 4D: Percentage of pupils that have successfully completed 4B & 4C - N/A	Priority 4D: Percentage of pupils that have successfully completed 4B & 4C - N/A	Priority 4D: Percentage of pupils that have successfully completed 4B & 4C - N/A
4	Priority 4E: Percentage of ELs who make progress toward English proficiency as measured by: <ul style="list-style-type: none"> <li>Dashboard English Learner Progress Indicator (ELPI) status</li> </ul>	Priority 4E: Percentage of ELs who make progress toward English proficiency.  2019 ELPI 53.9% making progress towards English language proficiency	Priority 4E: Percentage of ELs who make progress toward English proficiency.  206 ELs will take the Summative ELPAC 2021-2022  Mid-Year ELPI 57.8% making progress towards English language proficiency	Priority 4E: Percentage of ELs who make progress toward English proficiency.  62% Dashboard ELPI status
4	Priority 4F: EL reclassification rate  DataQuest, Student Information System	Priority 4F: EL reclassification rate  16.5% DataQuest, SIS most recent data.	Priority 4F: EL reclassification rate  2021 Mid-Year Report Reclassified: 36 Reclassified Rate: 14.8%	Priority 4F: EL reclassification rate  25% DataQuest, SIS most recent data.

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
4	Priority 4G: Percentage of pupils that pass AP exams with a score of 3 or higher - N/A	Priority 4G: Percentage of pupils that pass AP exams with a score of 3 or higher - N/A	Priority 4G: Percentage of pupils that pass AP exams with a score of 3 or higher - N/A	Priority 4G: Percentage of pupils that pass AP exams with a score of 3 or higher - N/A
4	Priority 4H: Pupils prepared for college by the EAP - N/A	Priority 4H: Pupils prepared for college by the EAP - N/A	Priority 4H: Pupils prepared for college by the EAP - N/A	Priority 4H: Pupils prepared for college by the EAP - N/A
8	PRIORITY 8: OTHER PUPIL OUTCOMES  California Assessment for Science Test (CAST): Meet or exceed standard	PRIORITY 8: OTHER PUPIL OUTCOMES  2019 California Assessment for Science Test (CAST): Meet or exceed standard <ul style="list-style-type: none"> <li>Grade 5 Met or exceeded standard: 27%</li> <li>Grade 8 Met or exceeded standard: 36%</li> </ul>	PRIORITY 8: OTHER PUPIL OUTCOMES  2020 California Assessment for Science Test (CAST): Meet or exceed standard  Mid-Year Report Unavailable	PRIORITY 8: OTHER PUPIL OUTCOMES  <ul style="list-style-type: none"> <li>2023 California Assessment for Science Test (CAST): Meet or exceed standard</li> </ul> Grade 5 Meet or exceed standard: 36% Grade 8 Meet or exceed standard: 45%
8	PRIORITY 8: OTHER PUPIL OUTCOMES  DIBELS: All Grades Status Report	PRIORITY 8: OTHER PUPIL OUTCOMES  DIBELS: 2021 Mid Year All Grades Status Report: 61% are identified as Strategic or Intensive.	PRIORITY 8: OTHER PUPIL OUTCOMES  DIBELS: 2021 Mid Year All Grades Status Report: 65%	PRIORITY 8: OTHER PUPIL OUTCOMES  DIBELS: 2023 Mid Year All Grades Status Report: 49% are identified as Strategic or Intensive.
8	PRIORITY 8: OTHER PUPIL OUTCOMES  STAR Literacy TK-2nd Grade: STAR Screening Report	PRIORITY 8: OTHER PUPIL OUTCOMES  STAR Literacy TK-2nd Grade: Implemented August 2021	PRIORITY 8: OTHER PUPIL OUTCOMES  STAR Literacy TK-2nd Grade: STAR Screening Report Below Benchmark  TK: 74% Kindergarten: 57% 1st Grade: 61%	PRIORITY 8: OTHER PUPIL OUTCOMES  STAR Literacy TK-2nd Grade: 2023 Mid Year STAR Screening Report Below Benchmark  TK: 70% Kindergarten: 43% 1st Grade: 57%



Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
			2nd Grade: 79%	2nd Grade: 75%
8	<p>PRIORITY 8: OTHER PUPIL OUTCOMES</p> <p>STAR Reading 2nd-8th Grade: STAR Screening Report</p>	<p>PRIORITY 8: OTHER PUPIL OUTCOMES</p> <p>STAR Reading 2nd-8th Grade: April 2021 STAR Screening Report Below Benchmark</p> <p>2nd Grade: 43%</p> <p>3rd Grade: 61%</p> <p>4th Grade: 57%</p> <p>5th Grade: 64%</p> <p>6th Grade: 61%</p> <p>7th Grade: 69%</p> <p>8th Grade: 69%</p>	<p>PRIORITY 8: OTHER PUPIL OUTCOMES</p> <p>STAR Reading 2nd-8th Grade: April 2021 STAR Screening Report Below Benchmark</p> <p>2nd Grade: 65%</p> <p>3rd Grade: 71%</p> <p>4th Grade: 69%</p> <p>5th Grade: 60%</p> <p>6th Grade: 72%</p> <p>7th Grade: 68%</p> <p>8th Grade: 66%</p>	<p>PRIORITY 8: OTHER PUPIL OUTCOMES</p> <p>STAR Reading 2nd-8th Grade: 2023 Mid Year STAR Screening Report Below Benchmark</p> <p>2nd Grade: 37%</p> <p>3rd Grade: 55%</p> <p>4th Grade: 51%</p> <p>5th Grade: 58%</p> <p>6th Grade: 55%</p> <p>7th Grade: 63%</p> <p>8th Grade: 63%</p>
8	<p>PRIORITY 8: OTHER PUPIL OUTCOMES</p> <p>STAR Math 1st-8th Grade: STAR Screening Report</p>	<p>PRIORITY 8: OTHER PUPIL OUTCOMES</p> <p>STAR Math 1st-8th Grade: April 2021 STAR Screening Report Below Benchmark</p> <p>1st Grade: 48%</p> <p>2nd Grade: 48%</p> <p>3rd Grade: 61%</p> <p>4th Grade: 54%</p> <p>5th Grade: 53%</p> <p>6th Grade: 52%</p> <p>7th Grade: 47%</p> <p>8th Grade: 46%</p>	<p>PRIORITY 8: OTHER PUPIL OUTCOMES</p> <p>STAR Math 1st-8th Grade: April 2021 STAR Screening Report Below Benchmark</p> <p>1st Grade: 54%</p> <p>2nd Grade: 67%</p> <p>3rd Grade: 78%</p> <p>4th Grade: 80%</p> <p>5th Grade: 90%</p> <p>6th Grade: 90%</p> <p>7th Grade: 82%</p> <p>8th Grade: 81%</p>	<p>PRIORITY 8: OTHER PUPIL OUTCOMES</p> <p>STAR Math 1st-8th Grade: 2023 Mid Year STAR Screening Report Below Benchmark</p> <p>1st Grade: 42%</p> <p>2nd Grade: 42%</p> <p>3rd Grade: 55%</p> <p>4th Grade: 48%</p> <p>5th Grade: 47%</p> <p>6th Grade: 48%</p> <p>7th Grade: 41%</p> <p>8th Grade: 41%</p>



## Actions and Services

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses		Total Funds	Mid-Year Expenditures	Mid-Year Report
1.1	<b>Universal Assessment Tools</b> Implement universal assessment tools for early literacy and math: ie Dynamic Indicator of Basic Early Literacy Skills (DIBELS), Renaissance STAR Early Literacy, STAR Reading and STAR Math. The district will implement early warning systems that use individual student data to generate indicators of students who require strategic or intensive intervention and enable staff to identify and monitor progress of students falling below an identified threshold. This action will provide data needed to target low income and English Learners who are not on grade level. Then additional actions and services will be considered and designed to help each student improve.	ongoing	Yes		LCFF	100000	\$100,000.00	\$100,000	Completed: Fully implemented Dynamic Indicator of Basic Early Literacy Skills (DIBELS), Renaissance STAR Early Literacy, STAR Reading and STAR Math
1.2	<b>Professional Learning - Assessments.</b> Teachers will increase their capacity through professional learning opportunities in collaboration with other	ongoing	Yes		LCFF	20000	\$20,000.00	\$5,000	In-progress

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Expenditures	Mid-Year Report
	teachers, to conduct informal, in-class assessments and common formative assessments in order to gauge student understanding and achievement, inform instruction, and provide real-time feedback to students, especially low income and English Learners who are not on grade level.							
1.3	<b>Advancement Via Individual Determination (AVID) Program.</b> Expand and support for the AVID Program. This program has been proven to provide additional support for subgroup students by teaching them skills necessary for succeeding in elementary, middle, high schools and beyond. This program includes: curriculum, professional development (Conferences, workshops, collaborative planning), resources and direct feedback and monitoring of a school AVID plan.	ongoing	Yes		LCFF 5000	\$5,000.00	\$2,000	In-progress  AVID Enrollment  SWD: 8 EL: 41 SED: 23

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Expenditures	Mid-Year Report
1.4	<b>After School Intervention for ELA and Math</b> Provide after-school targeted intervention supports in ELA and math, with emphasis on low income and English Learners who are not on grade level.	ongoing	Yes		LCFF 13000	\$13,000.00	\$5,000	Not started
1.5	<b>Student Support Services</b> Provide services for identified low income, English Learners and special education students. Director of Student Services oversees MTSS and Special Education, providing support to students, staff and parents. Including time for classified and certificated staff to collaborate and review instructional and testing materials. District school psychologists work with students, staff and parents to provide support and guidance to district and outside resources. Health and nursing services will be provided to all students.	ongoing	Yes		LCFF 3500000	\$3,500,000.00	\$450,000	In-progress
1.6	<b>Reading and Math Intervention Program</b>	ongoing	Yes	LCFF 170000		\$170,000.00	\$0	In-progress



Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Expenditures	Mid-Year Report
	Hire three part-time credentialed Intervention Specialists to facilitate the development of an intervention program provide targeted support services for students identified by a universal screener, in ELA and/or math. Hire three part-time classified intervention support members to aide credentialed Intervention Specialists. The district will purchase supplemental resources to support the intervention program for ELA and/or math.							

## Goal 2

**The district will provide an engaging and nurturing environment where students will demonstrate a positive growth in attendance rates, decrease in student suspension and expulsion and increase in parental involvement.**

### Rationale

In 2020 the district met the eligibility criteria for Differentiated Assistance for our African American student group for Chronic Absenteeism and Suspension indicators. The Chronic Absenteeism Indicator is at the Orange performance level for All Students at 14.6%, with five out of nine student groups performing in the Red or Orange performance level. The district expects that all student groups improve their attendance with a decline in chronic absenteeism, along with no students groups in the Red performance category.

The Suspension Indicator is in the Yellow performance level for All Students at 2.4%, with four out of nine student groups performing in the Red or Orange performance level. The district expects that all student groups to decrease in suspension rates, along with no students groups in the Red performance category.

Based on CA Dashboard results and local stakeholders input, the district needs to: increase parent engagement, increase student engagement, and improve school climate. Through the actions included in this goal, the district expects that parent engagement and participation will increase. The district makes genuine efforts to seek parent input, however, participation is very low. Several actions within this goal are purposeful strategies to increase parent participation and to gather feedback. Improving parent communication efforts, implementing tiered frameworks to increase engagement, and supporting socio-emotional needs, we will achieve this goal.

## Expected Annual Measurable Objectives for Goal 2

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
3	<p><b>PRIORITY 3: PARENT AND FAMILY ENGAGEMENT</b></p> <p>Priority 3A: Efforts the school district makes to seek parent input in making decisions for the school district and each individual school site.</p> <p>As measured by: CA School Dashboard Local Indicators</p>	<p><b>PRIORITY 3: PARENT AND FAMILY ENGAGEMENT</b></p> <p>Priority 3A: Efforts the school district makes to seek parent input in making decisions for the school district and each individual school site.</p> <ul style="list-style-type: none"> <li>CA School Dashboard Local Indicator indicated 25% of the Parent and Family Engagement Indicators are not fully implemented.</li> </ul>	<p><b>PRIORITY 3: PARENT AND FAMILY ENGAGEMENT</b></p> <p>Priority 3A: Efforts the school district makes to seek parent input in making decisions for the school district and each individual school site.</p> <p>Mid-Year Report In Progress</p>	<p><b>PRIORITY 3: PARENT AND FAMILY ENGAGEMENT</b></p> <p>Priority 3A: Efforts the school district makes to seek parent input in making decisions for the school district and each individual school site.</p> <ul style="list-style-type: none"> <li>CA School Dashboard Local Indicator indicated 20% of the Parent and Family Engagement Indicators are not fully implemented.</li> </ul>
3	<p><b>PRIORITY 3: PARENT AND FAMILY ENGAGEMENT</b></p> <p>Priority 3B: How school district will promote participation in programs for low income, English learner and foster youth pupils.</p> <p>As measured by: 2020-2021 ELAC/DELAC Agendas</p>	<p><b>PRIORITY 3: PARENT AND FAMILY ENGAGEMENT</b></p> <p>Priority 3B: How school district will promote participation in programs for low income, English learner and foster youth pupils.</p> <p>During the 2020-2021 School year we had thirteen parents attended the five ELAC/DELAC Meetings.</p>	<p><b>PRIORITY 3: PARENT AND FAMILY ENGAGEMENT</b></p> <p>Priority 3B: How school district will promote participation in programs for low income, English learner and foster youth pupils.</p> <p>Mid-Year Report In Progress</p>	<p><b>PRIORITY 3: PARENT AND FAMILY ENGAGEMENT</b></p> <p>Priority 3B: Fifteen parents attend the five ELAC/DELAC Meetings.</p>
3	<p><b>PRIORITY 3: PARENT AND FAMILY ENGAGEMENT</b></p>	<p><b>PRIORITY 3: PARENT AND FAMILY ENGAGEMENT</b></p>	<p><b>PRIORITY 3: PARENT AND FAMILY ENGAGEMENT</b></p>	<p><b>PRIORITY 3: PARENT AND FAMILY ENGAGEMENT</b></p>



Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
	Priority 3C: How the school district will promote parental participation for students with disabilities.  As measured by: <ul style="list-style-type: none"> <li>Students with disabilities student information system</li> </ul>	Priority 3C: 100% of parents of students with disabilities attended and participated in scheduled annual, initial, triennial, Other Review IEP meetings.	Priority 3C: How the school district will promote parental participation for students with disabilities.  Mid-Year Report In Progress	Priority 3C: 100% of parents of students with disabilities attended and participated in scheduled annual, initial, triennial, Other Review IEP meetings.
5	PRIORITY 5: PUPIL ENGAGEMENT  Priority 5A: Attendance rate.  As measured by: <ul style="list-style-type: none"> <li>Student Information System</li> </ul>	PRIORITY 5: PUPIL ENGAGEMENT  Priority 5A: Attendance rate.  April 2021 KiDS Year to Date Attendance: <ul style="list-style-type: none"> <li>Lakeside School: 94.45%</li> <li>Suburu School: 97.63%</li> </ul>	PRIORITY 5: PUPIL ENGAGEMENT  Priority 5A: Attendance rate.  January 2022 KiDS Year to Date Attendance: <ul style="list-style-type: none"> <li>Lakeside School: 86.50%</li> <li>Suburu School: 87.52%</li> </ul>	PRIORITY 5: PUPIL ENGAGEMENT  Priority 5A: Attendance rate.  April 2024 KiDS Year to Date Attendance: <ul style="list-style-type: none"> <li>Lakeside School: 96%</li> <li>Suburu School: 98%</li> </ul>
5	PRIORITY 5: PUPIL ENGAGEMENT  Priority 5B: Chronic absenteeism rate.  As measured by: <ul style="list-style-type: none"> <li>CA School Dashboard</li> <li>KiDS</li> </ul>	PRIORITY 5: PUPIL ENGAGEMENT  Priority 5B: Chronic absenteeism rate.  2020-2021 KiDS Report "What grades have the most chronically absent students?" identified the following chronically absent students. <ul style="list-style-type: none"> <li>Lakeside School: 15.11% totaling 99 students</li> </ul>	PRIORITY 5: PUPIL ENGAGEMENT  Priority 5B: Chronic absenteeism rate.  January 2022 KiDS Report "What grades have the most chronically absent students?" identified the following chronically absent students. <ul style="list-style-type: none"> <li>Lakeside School Number of Students:</li> </ul>	PRIORITY 5: PUPIL ENGAGEMENT  Priority 5B: Chronic absenteeism rate.  2023-2024 KiDS Report "What grades have the most chronically absent students?" identified the following chronically absent students. <ul style="list-style-type: none"> <li>Lakeside School: 13.11%</li> </ul>



Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
		<ul style="list-style-type: none"> <li>Donald E. Suburu School: 6.51% totaling 56 students</li> </ul> <p>2019 CA School Dashboard: Chronic Absenteeism</p> <ul style="list-style-type: none"> <li>District: All Students Orange with 14.6%</li> <li>Lakeside School: All Students Yellow with 12.9%</li> <li>Donald E. Suburu School: All Students Orange with 15.9%</li> </ul>	<p>K: 12 students 1st Grade: 17 students 2nd Grade: 11 students 3rd Grade: 15 students 4th Grade: 17 students 5th Grade: 13 students 6th Grade: 75 students 7th Grade: 79 students 8th Grade: 100 students</p> <ul style="list-style-type: none"> <li>Donald E. Suburu School: % totaling 56 students</li> </ul> <p>TK: 32 students K: 91 students 1st Grade: 92 students 2nd Grade: 77 students 3rd Grade: 93 students 4th Grade: 99 students 5th Grade: 83 students</p> <p>2020 CA School Dashboard: Chronic Absenteeism Mid-Year Report Unavailable</p>	<ul style="list-style-type: none"> <li>Donald E. Suburu School: 4.51%</li> </ul> <p>2023 CA School Dashboard: Chronic Absenteeism</p> <ul style="list-style-type: none"> <li>District: All Students Yellow</li> <li>Lakeside School: All Students Green</li> <li>Donald E. Suburu School: All Students Yellow</li> </ul>
5	<p>PRIORITY 5: PUPIL ENGAGEMENT</p> <p>Priority 5C: Middle school dropout rate.</p> <p>As measured by:</p> <ul style="list-style-type: none"> <li>Student Information System</li> </ul>	<p>PRIORITY 5: PUPIL ENGAGEMENT</p> <p>Priority 5C: Middle school dropout rate.</p> <p>0%</p>	<p>PRIORITY 5: PUPIL ENGAGEMENT</p> <p>Priority 5C: Middle school dropout rate.</p> <p>Mid-Year Report Unavailable</p>	<p>PRIORITY 5: PUPIL ENGAGEMENT</p> <p>Priority 5C: Middle school dropout rate.</p> <p>0%</p>

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
5	PRIORITY 5: PUPIL ENGAGEMENT  Priority 5D: High School dropout rates. - N/A	PRIORITY 5: PUPIL ENGAGEMENT  Priority 5D: High School dropout rates. - N/A	PRIORITY 5: PUPIL ENGAGEMENT  Priority 5D: High School dropout rates. - N/A	PRIORITY 5: PUPIL ENGAGEMENT  Priority 5D: High School dropout rates. - N/A
5	PRIORITY 5: PUPIL ENGAGEMENT  Priority 5E: High School graduation rates. - N/A	PRIORITY 5: PUPIL ENGAGEMENT  Priority 5E: High School graduation rates. - N/A	PRIORITY 5: PUPIL ENGAGEMENT  Priority 5E: High School graduation rates. - N/A	PRIORITY 5: PUPIL ENGAGEMENT  Priority 5E: High School graduation rates. - N/A
6	PRIORITY 6: SCHOOL CLIMATE  Priority 6A: Suspension rate.  As measured by: <ul style="list-style-type: none"> <li>CA School Dashboard</li> <li>Student Information System</li> </ul>	PRIORITY 6: SCHOOL CLIMATE  Priority 6A: Suspension rate.  2019 CA School Dashboard Suspension Rate. <ul style="list-style-type: none"> <li>District 2.4%; All Students Yellow, District Student Groups in Red and Orange.</li> <li>Red: African Americans 10.3%</li> <li>Orange: Hispanic 2.1%, Socioeconomically Disadvantaged 3.0% and Students with Disabilities 4.3%</li> <li>Lakeside School 3.9%; All Students: Orange</li> </ul>	PRIORITY 6: SCHOOL CLIMATE  Priority 6A: Suspension rate.  2020 CA School Dashboard Suspension Rate. Mid-Year Report Unavailable  January 2022 KiDS Suspension Rate Data <ul style="list-style-type: none"> <li>District: 1.19% total of students</li> <li>Lakeside School: 1.41% total of students</li> <li>Donald E. Suburu School: 1.01% total of students</li> </ul>	PRIORITY 6: SCHOOL CLIMATE  Priority 6A: Suspension rate.  2023 CA School Dashboard Suspension Rate. <ul style="list-style-type: none"> <li>District All Students Green, District Student Groups in Red and Orange.</li> <li>Red: No Student Groups</li> <li>Orange: No Student Groups</li> <li>Lakeside School: All Students: Yellow</li> <li>Donald E. Suburu School: All Students: Green</li> </ul>



Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
		<ul style="list-style-type: none"> <li>Donald E. Suburu School: 1.1%; All Students: Yellow</li> </ul> <p>2020-2021 KiDS Suspension Rate Data</p> <ul style="list-style-type: none"> <li>District: 0.13% total of 2 students</li> <li>Lakeside School: 0.31% total of 2 students</li> <li>Donald E. Suburu School: 0.0% total of 0 students</li> </ul>		<p>2023-2024 KiDS Suspension Rate Data</p> <ul style="list-style-type: none"> <li>District: 0.1%</li> <li>Lakeside School: 0.1%</li> <li>Donald E. Suburu School: 0.0%</li> </ul>
6	<p>PRIORITY 6: SCHOOL CLIMATE</p> <p>Priority 6B: Expulsion rate.</p> <p>As measured by:</p> <ul style="list-style-type: none"> <li>CA School Dashboard</li> <li>Student Information System</li> </ul>	<p>PRIORITY 6: SCHOOL CLIMATE</p> <p>Priority 6B: Expulsion rate</p> <p>0%</p> <p>2020-2021 Aeries Student Information System</p> <ul style="list-style-type: none"> <li>District: 0%</li> <li>Lakeside School: 0%</li> <li>Donald E. Suburu School: 0%</li> </ul>	<p>PRIORITY 6: SCHOOL CLIMATE</p> <p>Priority 6B: Expulsion rate January 2022 Aeries Student Information System</p> <p>Mid-Year Report Unavailable</p>	<p>PRIORITY 6: SCHOOL CLIMATE</p> <p>Priority 6B: Expulsion rate</p> <p>0%</p> <p>2023-2024 Aeries Student Information System</p> <ul style="list-style-type: none"> <li>District: 0%</li> <li>Lakeside School: 0%</li> <li>Donald E. Suburu School: 0%</li> </ul>
6	<p>PRIORITY 6: SCHOOL CLIMATE</p> <p>Priority 6C: Other local measures.</p> <p>As measured by:</p>	<p>PRIORITY 6: SCHOOL CLIMATE</p> <p>Priority 6C: Other local measures.</p> <p>2019 CA School Dashboard Local Indicators: Local Climate</p>	<p>PRIORITY 6: SCHOOL CLIMATE</p> <p>Priority 6C: Other local measures.</p>	<p>PRIORITY 6: SCHOOL CLIMATE</p> <p>Priority 6C: Other local measures.</p> <p>2023 CA School Dashboard Local Indicators: Local Climate</p>



Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
	<ul style="list-style-type: none"> <li>Student Surveys of sense of safety and school connectedness.</li> <li>CA School Dashboard Local Indicators</li> </ul>	Survey <ul style="list-style-type: none"> <li>Grade 5 School Engagement and Supports School Connectedness 57% School Safety Feel safe at school 61%</li> <li>Grade 7 School Engagement and Supports School connectedness 52% School Safety School perceived as very safe or safe 47%</li> </ul>	2020 CA School Dashboard Local Indicators: Local Climate Survey Mid-Year Report Unavailable	Survey <ul style="list-style-type: none"> <li>Grade 5 School Engagement and Supports School Connectedness 67% School Safety Feel safe at school 71%</li> <li>Grade 7 School Engagement and Supports School connectedness 62% School Safety School perceived as very safe or safe 57%</li> </ul>

### Actions and Services

Goal/Action	Action Title/Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Expenditures	Mid-Year Report
2.1	<b>Positive Behavior Interventions and Supports (PBIS).</b> The District will continue to provide a school-wide PBIS multi-tiered social culture and behavior support system promoting a positive and engaging learning environment for all students. School staff members will continue to implement PBIS, in efforts to improve student engagement and continue to provide a safe and caring environment, with a	ongoing	Yes		LCFF 5000	\$5,000.00	\$1,000	In-progress

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses		Total Funds	Mid-Year Expenditures	Mid-Year Report
	focus with the following student groups: African Americans, Students with Disabilities, low income, and Els.								
2.2	<b>Stakeholder Communication</b> The District will continue to solicit students, parents, staff, and community input through all available forms of communication (surveys, meetings, and events) for recommendations to improve/increase services for all students, including English learners, and low income. Implement a two-way structure for listening and communicating with stakeholders that result in meaningful feedback and building positive relationships.	on going	Yes		LCFF	12000	\$12,000.00	\$2,000	In-progress
2.3	<b>Parent/Family Nights.</b> Provide for Parent/Family Nights that may include academic courses, AVID, Anti-Bullying and school safety, Digital Citizenship, and positive parenting, to engage parents and families building a positive relationship	on going	Yes		LCFF	2000	\$2,000.00	\$0	Not started

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses		Total Funds	Mid-Year Expenditures	Mid-Year Report
	between home and school.								
2.4	<b>Student Incentives</b> The District will provide student incentives to increase student engagement which has a direct connection in promoting positive attendance, preferred behavior, and higher academic achievement with a focus on the following student groups: African Americans, Students with Disabilities, low income, and English Learners. These incentives include but are not limited to field trips, rewards, award certificates and trophies.	on going	Yes		LCFF	5000	\$5,000.00	\$1,500	In-progress
2.5	<b>Translation for Parents</b> Provide translation for parents and families for announcements, documents and when attending meetings and school activities so parents of English Learners can fully informed of all school activities and events.	on going	Yes		LCFF	4000	\$4,000.00	\$1,000	In-progress
2.6	<b>Multi-tiered System of Supports (MTSS).</b>	on going	Yes		LCFF	5000	\$5,000.00	\$1,500	In-progress



Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Expenditures	Mid-Year Report
	The District will continue to implement a Multi-tiered System of Supports (MTSS) framework at school sites to offer universal supports for all students and tiered interventions for students who are struggling academically, socially and/or emotionally, with a focus on the following student groups: African Americans, Students with Disabilities, low income, and English Learners. The MTSS framework includes evidence-based practices such as positive behavior supports, social emotional learning, and restorative practices.							
2.7	<b>Social and Emotional Support</b> The District will continue to maintain a counselor that provides counseling at both school sites. The District Counselor will help students overcome problems that impede learning, assist them in educational and personal adjustment, perform Risk Assessments and guidance with outside counseling services.	on going	Yes	LCFF 90000		\$90,000.00	\$46,000	Completed

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Expenditures	Mid-Year Report
2.8	<b>Alternative to Suspension Program</b> The District will provide for an Alternative to Suspension Program and interventions for students with multiple days of suspension. The school site will offer a proactive approach to instilling the skills, habits, and behaviors necessary to be successful in school and life with a focus on the following student groups: African Americans, Students with Disabilities, low income, and English Learners..	on going	Yes		LCFF 5000	\$5,000.00	\$1,000	In-progress

### Goal 3

**The district will continue to hire the most qualified teachers and train them in the latest instructional strategies, maintain clean, safe, functional facilities that are in good repair, and provide sufficient standards aligned instructional materials in core academics to all students with a focus on Students with Disabilities, English Learners, low income, and foster youth. This goal will increase the quality of instruction and have a positive impact on student growth.**

#### Rationale

Research shows that teacher effectiveness and quality instruction have the greatest impact on student growth. This goal focuses on teacher development through focused professional learning, ensuring teachers understand and can properly utilize current instructional strategies aligned to state standards, in order to meet the specific needs of our unduplicated students. As a result of professional development, standards aligned curriculum and efforts to improve access to technology, we anticipate the quality of teaching and learning will improve. Through the actions included in this goal the district expects the quality of teaching and learning strategies will improve, with all students improving in the English Language Arts and math state indicators on the CA School Dashboard, and no students groups in the Red performance category. This goal is aligned with expected measurable outcomes and actions.

There is a direct correlation to student success in a classroom and their performance on tests to the condition of the facilities. The District strives to provide facilities in "Good Repair" to comply with the California Education Code through the use of the Facilities Inspection Tool Report.



### Expected Annual Measurable Objectives for Goal 3

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
1	<p><b>PRIORITY 1 BASIC</b></p> <p>Priority 1A: Teachers : Fully Credentialed &amp; Appropriately Assigned and fully credentialed in the subject area and for the pupils they are teaching.</p> <p>Percentage of fully credentialed &amp; appropriately assigned teachers as measured by: CA School Dashboard Local Indicators: Basics: Teachers</p>	<p><b>PRIORITY 1 BASIC SERVICES</b></p> <p>Priority 1A: Teachers : Fully Credentialed &amp; Appropriately Assigned and fully credentialed in the subject area and for the pupils they are teaching.</p> <ul style="list-style-type: none"> <li>2019 CA School Dashboard Local Indicators: Basics: Teachers: 95.5%</li> </ul>	<p><b>PRIORITY 1 BASIC</b></p> <p>Priority 1A: Teachers : Fully Credentialed &amp; Appropriately Assigned and fully credentialed in the subject area and for the pupils they are teaching.</p> <p>Mid-Year Report: In Progress</p>	<p><b>PRIORITY 1 BASIC SERVICES</b></p> <p>Priority 1A: Teachers : Fully Credentialed &amp; Appropriately Assigned and fully credentialed in the subject area and for the pupils they are teaching.</p> <ul style="list-style-type: none"> <li>2023 CA School Dashboard Local Indicators: Basics: Teachers, Instructional Materials, Facilities: 97.5%</li> </ul>
1	<p><b>PRIORITY 1 BASIC</b></p> <p>Priority 1B: Standards-aligned Instructional Materials for every student.</p> <p>As measured by our CA School Dashboard Local Indicators: Instructional Materials.</p>	<p><b>PRIORITY 1 BASIC</b></p> <p>Priority 1B: Standards-aligned Instructional Materials for every student.</p> <ul style="list-style-type: none"> <li>2019 CA School Dashboard Local Indicators: Instructional Materials: 100%</li> </ul>	<p><b>PRIORITY 1 BASIC</b></p> <p>Priority 1B: Standards-aligned Instructional Materials for every student:</p> <p>Mid-Year Report: In Progress</p>	<p><b>PRIORITY 1 BASIC</b></p> <p>Priority 1B: Standards-aligned Instructional Materials for every student.</p> <ul style="list-style-type: none"> <li>2023 CA School Dashboard Local Indicators: Basics: Teachers, Instructional Materials, Facilities: 100%</li> </ul>
1	<p><b>PRIORITY 1 BASIC</b></p> <p>Priority 1C: School Facilities in "Good Repair" per CDE's Facility Inspection Tool (FIT).</p>	<p><b>PRIORITY 1 BASIC</b></p> <p>Priority 1C: School Facilities in "Good Repair" per CDE's Facility Inspection Tool (FIT).</p>	<p><b>PRIORITY 1 BASIC</b></p> <p>Priority 1C: School Facilities in "Good Repair" per CDE's Facility Inspection Tool (FIT):</p>	<p><b>PRIORITY 1 BASIC</b></p> <p>Priority 1C: School Facilities in "Good Repair" per CDE's Facility Inspection Tool (FIT).</p>



Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
	As measured by our FIT Overall Rating & CA School Dashboard Local Indicators: Basics: Facilities	2019 CA School Dashboard Local Indicators: Basics: Facilities: <ul style="list-style-type: none"> <li>FIT Overall Rating: Good for Lakeside School</li> <li>FIT Overall Rating: Exemplary for Donald E. Suburu School</li> </ul>	Mid-Year Report: In-Progress	2023 CA School Dashboard Local Indicators: Basics: Teachers, Instructional Materials, Facilities: <ul style="list-style-type: none"> <li>FIT Overall Rating: Good for Lakeside School</li> <li>FIT Overall Rating: Exemplary for Donald E. Suburu School</li> </ul>
2	<b>PRIORITY 2 IMPLEMENTATION OF STATE STANDARDS</b>  Priority 2A: Implementation of CA State Standards.  Percentage of standards implemented as measured by CA School Dashboard Local Indicators: Basics: Teachers, Instructional Materials	<b>PRIORITY 2 IMPLEMENTATION OF STATE STANDARDS</b>  Priority 2A: Implementation of CA State Standards. <ul style="list-style-type: none"> <li>2019 CA School Dashboard Local Indicators: Basics: Teachers, Instructional Materials:100%</li> </ul>	<b>PRIORITY 2 IMPLEMENTATION OF STATE STANDARDS</b>  Priority 2A: Implementation of CA State Standards.  Mid-Year Report: In Progress	<b>PRIORITY 2 IMPLEMENTATION OF STATE STANDARDS</b>  Priority 2A: Implementation of CA State Standards. <ul style="list-style-type: none"> <li>2023 CA School Dashboard Local Indicators: Basics: Teachers, Instructional Materials, Facilities:100%</li> </ul>
2	<b>PRIORITY 2 IMPLEMENTATION OF STATE STANDARDS</b>  Priority 2B: How the programs and services will enable English Learners to access the CCSS & ELD standards for purposes of gaining academic content	<b>PRIORITY 2 IMPLEMENTATION OF STATE STANDARDS</b>  Priority 2B: How the programs and services will enable English Learners to access the CCSS & ELD standards for purposes of gaining academic content	<b>PRIORITY 2 IMPLEMENTATION OF STATE STANDARDS</b>  Priority 2B: How the programs and services will enable English Learners to access the CCSS & ELD standards for purposes of gaining academic content	<b>PRIORITY 2 IMPLEMENTATION OF STATE STANDARDS</b>  Priority 2B: How the programs and services will enable English Learners to access the CCSS & ELD standards for purposes of gaining academic content

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
	<p>knowledge and English language proficiency.</p> <p>Percentage of standards implemented as measured by CA School Dashboard Local Indicators: Basics: Instructional Materials &amp; Master Schedule</p>	<p>knowledge and English language proficiency.</p> <ul style="list-style-type: none"> <li>• 2019 CA School Dashboard Local Indicators: Basics: Instructional Materials: 100%</li> <li>• 2020-2021 Master Schedule: 100% of English Learners (ELs) receive daily designated English Language Development (ELD) focused on CA ELD Standards. 100% of ELs receive both CA CCSS and ELD Standards in all subject areas to support ELs in gaining academic knowledge and language proficiency.</li> </ul>	<p>knowledge and English language proficiency.</p> <p>Mid-Year Report: In Progress</p>	<p>knowledge and English language proficiency.</p> <ul style="list-style-type: none"> <li>• 2023 CA School Dashboard Local Indicators: Basics: Teachers, Instructional Materials, Facilities: 100%</li> <li>• 2023-2024 Master Schedule: 100% of English Learners (ELs) receive daily designated English Language Development (ELD) focused on CA ELD Standards &amp; 100% of ELs receive both CA CCSS and ELD Standards are used together in all subject areas to support ELS in gaining academic knowledge and language proficiency.</li> </ul>
7	<p><b>PRIORITY 7 COURSE ACCESS</b></p> <p>Priority 7A: Students have access and are enrolled in a broad course of study (Social Science, Science, Health, PE, VAPA, World Language).</p>	<p><b>PRIORITY 7 COURSE ACCESS</b></p> <p>Priority 7A: Students have access and are enrolled in a broad course of study (Social Science, Science, Health, PE, VAPA, World Language).</p>	<p><b>PRIORITY 7 COURSE ACCESS</b></p> <p>Priority 7A: Students have access and are enrolled in a broad course of study (Social Science, Science, Health, PE, VAPA, World Language).</p>	<p><b>PRIORITY 7 COURSE ACCESS</b></p> <p>Priority 7A: Students have access and are enrolled in a broad course of study (Social Science, Science, Health, PE, VAPA, World Language).</p>



Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
	As measured by: <ul style="list-style-type: none"> <li>CA School Dashboard Local Indicators: Basics: Instructional Materials</li> <li>Master Schedule indicating the percentage of students who have access to a broad course of study.</li> </ul>	<ul style="list-style-type: none"> <li>2019 CA School Dashboard Local Indicators: Basics: Instructional Materials: 100%</li> <li>100% of students have access to a broad course of study per the Master Schedule.</li> </ul>	Mid-Year Report: In Progress	<ul style="list-style-type: none"> <li>2023 CA School Dashboard Local Indicators: Basics: Teachers, Instructional Materials, Facilities: 100%</li> <li>100% of students have access to a broad course of study per the Master Schedule.</li> </ul>
7	<b>PRIORITY 7 COURSE ACCESS</b>  Priority 7B: Programs and services developed and provided to low income, English learner, foster youth pupils and; as measured by: <ul style="list-style-type: none"> <li>CA School Dashboard Local Indicators: Basics: Teachers, Instructional Materials, Facilities</li> <li>Master Schedule indicating the percentage of low income, English learner, foster youth pupils who have access to a broad course of study.</li> </ul>	<b>PRIORITY 7 COURSE ACCESS</b>  Priority 7B: Programs and services developed and provided to low income, English learner, foster youth pupils <ul style="list-style-type: none"> <li>2019 CA School Dashboard Local Indicators: Basics: Instructional Materials: 100%</li> <li>100% of low income, English learner, foster youth pupils have access to a broad course of study per the Master Schedule.</li> </ul>	<b>PRIORITY 7 COURSE ACCESS</b>  Priority 7B: Programs and services developed and provided to low income, English learner, foster youth pupils.  Mid-Year Report: In Progress	<b>PRIORITY 7 COURSE ACCESS</b>  Priority 7B: Programs and services developed and provided to low income, English learner, foster youth pupils <ul style="list-style-type: none"> <li>2019 CA School Dashboard Local Indicators: Basics: Teachers, Instructional Materials, Facilities: 100%</li> <li>100% of low income, English learner, foster youth pupils have access to a broad course of study per the Master Schedule.</li> </ul>
7	<b>PRIORITY 7 COURSE ACCESS</b>	<b>PRIORITY 7 COURSE ACCESS</b>	<b>PRIORITY 7 COURSE ACCESS</b>	<b>PRIORITY 7 COURSE ACCESS</b>



Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
	<p>Priority 7C: Programs and services developed and provided to students with disabilities.</p> <p>As measured by:</p> <ul style="list-style-type: none"> <li>CA School Dashboard Local Indicators: Basics: Instructional Materials</li> <li>Master Schedule indicating the percentage of students with disabilities who have access to a broad course of study.</li> </ul>	<p>Priority 7C: Programs and services developed and provided to students with disabilities.</p> <ul style="list-style-type: none"> <li>2019 CA School Dashboard Local Indicators: Basics: Instructional Materials: 100%</li> <li>100% of students with disabilities have access to a broad course of study per the Master Schedule.</li> </ul>	<p>Priority 7C: Programs and services developed and provided to students with disabilities.</p> <p>Mid-Year Report: In Progress</p>	<p>Priority 7C: Programs and services developed and provided to students with disabilities.</p> <ul style="list-style-type: none"> <li>2023 CA School Dashboard Local Indicators: Basics: Teachers, Instructional Materials, Facilities: 100%</li> <li>100% of students with disabilities have access to a broad course of study per the Master Schedule.</li> </ul>

### Actions and Services

Goal/Action	Action Title/Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Expenditures	Mid-Year Report
3.1	<p><b>Professional Development in Learning Strategies</b></p> <p>The district will provide staff, evidence based professional development to support student learning enabling all students, especially Students with Disabilities, English Learners, low income and foster youth, access to the Common Core State Standards.</p>	on going	Yes		LCFF 50000	\$50,000.00	\$0	In-progress

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses		Total Funds	Mid-Year Expenditures	Mid-Year Report
3.2	<b>Standards-based CCSS instructional materials.</b> Purchase and implement state adopted standards-based CCSS instructional materials (textbooks, supplemental, consumables, etc.) in English Language Arts, English Language Development, Math, History/Social Science and Science.	on going	No		LCFF	130000	\$130,000.00	\$50,000	In-progress
3.3	<b>Professional development focused on English learners.</b> Provide professional learning will be provided to staff focused on English Language Development (ELD) standards for designated ELD and integrated ELD implementing effective evidence-based English learner instructional strategies with the primary goal to be implemented in all curricular areas.	on going	Yes		LCFF	10000	\$10,000.00	\$0	In-progress
3.4	<b>Educational online technology access</b> Provide educational online technology access will be supported by providing	on going	Yes		LCFF	80000	\$80,000.00	\$80,000	In-progress

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Expenditures	Mid-Year Report
	all students, especially low income, foster youth, and English Learners, and Students with Disabilities, with digital resources such as chromebooks, tablets, and wifi hotspots.							
3.5	<b>Standards-Based Science, Technology, Engineering, Arts and Mathematics (STEAM) Learning</b> Provide for Standards-Based STEAM Learning opportunities, with an emphasis of engaging low income, foster youth, and English Learners, and students with disabilities.	on going	Yes		LCFF 3000	\$3,000.00	\$1,500	In-progress

## Goal 4

## Rationale

## Expected Annual Measurable Objectives for Goal 4

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24



## Actions and Services

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Expenditures	Mid-Year Report

## Goal 5

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## Rationale

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## Expected Annual Measurable Objectives for Goal 5

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24

## Actions and Services

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Expenditures	Mid-Year Report

# Lakeside School

## 2021 School Accountability Report Card

### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at [www.cde.ca.gov/ta/ac/sa/](http://www.cde.ca.gov/ta/ac/sa/)

For more information about the LCFF or the LCAP, see the CDE LCFF web page at [www.cde.ca.gov/fg/aa/lc/](http://www.cde.ca.gov/fg/aa/lc/)

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### DataQuest



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

#### California School Dashboard



The California School Dashboard (Dashboard) [www.caschooldashboard.org/](http://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 Access

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



## 2021-22 School Contact Information

<b>School Name</b>	Lakeside School
<b>Street</b>	14535 Old River Rd.
<b>City, State, Zip</b>	Bakersfield, CA 93311-9756
<b>Phone Number</b>	661.831.3503
<b>Principal</b>	Mike McGrath
<b>Email Address</b>	mmcgrath@lakesideusd.org
<b>School Website</b>	www.lakesideusd.org
<b>County-District-School (CDS) Code</b>	15635526009666

## 2021-22 District Contact Information

<b>District Name</b>	Lakeside Union School District
<b>Phone Number</b>	661.836.6658
<b>Superintendent</b>	Ty Bryson
<b>Email Address</b>	tbryson@lakesideusd.org
<b>District Website Address</b>	www.lakesideusd.org

## 2021-22 School Overview

### Principal's Message

Dear Parents,

Welcome you to Lakeside School's Annual School Accountability Report Card. Information about our school is presented in the form of compliance with Proposition 98, which identifies the school accountability report card as a required component that every school in California must issue.

Our top two priorities at Lakeside School are safety and academic achievement. Lakeside School's commitment to excellence is characterized by a school community that values education and works together to serve the needs of all the students. We strive to maintain high expectations and a positive safe school climate with frequent home-school communication.

Our Lakeside community is a team of dedicated teachers, support staff, students and parents that are committed to preparing students for the 21st century. We welcome you to join us in our sharing of an outstanding academic climate for all students. We take great pride in our tradition of service to our school community.

...Learning Today, Leading Tomorrow

### District Mission

The Lakeside Union School District is committed to a quality educational program, responsive to the needs of its students within a safe nurturing environment. The staff, students, parents, and community assume responsibility for each student's academic and personal success. Recognizing the worth and dignity of each student, the Lakeside Union School District prepares all students to achieve to their fullest potential. Our goal is to produce students who make informed decisions, as they become responsible citizens and productive members of society.

### District Vision

To inspire a passion for learning, by empowering all students to acquire, understand and value the knowledge for success in an ever-changing world.

## 2021-22 School Overview

### Lakeside School Profile

Lakeside School was built in the 1941 and currently services over 630 students in kindergarten through eighth grade; the student body includes approximately 9% receiving special education services, 10% qualifying for English learner support, and 67% receiving free or reduced-price lunch. K-5 instruction is provided in self-contained classrooms; students in sixth, seventh, and eighth grade receive instruction in a departmentalized format.

## About this School

### 2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	24
Grade 1	27
Grade 2	23
Grade 3	26
Grade 4	30
Grade 5	31
Grade 6	153
Grade 7	162
Grade 8	141
Total Enrollment	617

### 2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
American Indian or Alaska Native	0.5
Asian	4.4
Black or African American	4.4
Filipino	2.3
Hispanic or Latino	64.5
Two or More Races	3.9
White	19.1
English Learners	12.2
Foster Youth	1
Homeless	0.2
Socioeconomically Disadvantaged	54.9
Students with Disabilities	8.9

## A. Conditions of Learning

### State Priority: Basic

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

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

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

### 2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
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.

### 2019-20 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2019-20
Permits and Waivers	
Misassignments	
Vacant Positions	
Total Teachers Without Credentials and Misassignments	

### 2019-20 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2019-20
Credentialed Teachers Authorized on a Permit or Waiver	
Local Assignment Options	
Total Out-of-Field Teachers	



## 2019-20 Class Assignments

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

## 2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Instructional materials for grades K-8 are selected from the state's most recent list of standards-based materials and adopted by the State Board of Education. The district follows the State Board of Education's adoption cycle for core content materials. District textbook review and adoption activities occur the year following the state's adoption.

In fall 2021 the Lakeside Union School District's Board of Trustees held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Trustees adopted a Resolution which certifies as required by Education Code §60119 (1) that each pupil has a textbook or instructional materials, or both, to use in class and to take home, and (2) that 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, and (3) that sufficient textbooks or instructional materials were provided to each pupil enrolled in foreign language or health classes.

### Library Resources

The library is open during instructional time so students have access to a wide variety of books for all reading levels. Dictionaries, encyclopedias, maps, and charts are available to support current classroom lessons. Internet-accessible computers are used for title searches, research, and Accelerated Reader testing. Students visit the library a minimum of once a week with their class; middle school students visit the library regularly as a component of their language arts class.

### Technology Resources

Lakeside School has chromebooks in all classrooms, all of which were connected to the Internet. Teachers determine the best methods to integrate technology into reading and language arts lessons in accordance with district technology standards. All classrooms have access to media content that is aligned to state standards. All classrooms have access to LCD projectors, document cameras, and Promethian boards (interactive whiteboards) to enhance delivery of class lessons.

Year and month in which the data were collected

October 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Benchmark Advance Adopted 2016  Prentice Hall; Timeless Voices, Timeless Themes Adopted 2003  Hampton Brown; High Point for EL's Adopted 2004	Yes	0%
<b>Mathematics</b>	McGraw Hill, My Math Premium Systems McGraw Hill, California Middle School Math Adopted 2014	Yes	0%

<b>Science</b>	Harcourt; California Science Adopted 2007	Yes	0%
	McDougal-Littell; California Middle School Science Series Adopted 2007		
<b>History-Social Science</b>	Studies Weekly: CA Studies Weekly (K-5) Adopted 2018	Yes	0%
	Discovery Education (6-8) Adopted 2018		
<b>Foreign Language</b>			
<b>Health</b>			
<b>Visual and Performing Arts</b>			
<b>Science Laboratory Equipment</b> (grades 9-12)			

## School Facility Conditions and Planned Improvements

Lakeside School provides a safe, clean environment for learning through proper facilities maintenance and campus supervision. Original facilities were built in 1942; ongoing maintenance and improvements ensure campus facilities remain up to date and provide adequate space for students and staff.

As students arrive on campus each morning, instructional aides, administrators, and teachers provide supervision on the play yard, in the hallways, and in the cafeteria. During K-5 recess, teachers, administrators, and instructional aides are stationed on the playground to monitor student activities. The principal, vice principal, and instructional aides share supervision of students in the cafeteria and on the playground during the lunch period. When students are dismissed at the end of the day, instructional aides, administrators, and teachers are strategically placed in exit areas and bus loading zones to ensure students leave campus in a safe and orderly manner.

The principal and vice principal are immediately available through cell phones. The custodians, school office, and individuals supervising students carry either cell phones or hand-held radios to quickly facilitate emergency as well as routine communications. Teachers monitoring playground activities also have a first-aid kit available to quickly and easily address minor injuries.

Lakeside School is a closed campus; when instruction starts there is a single entry onto the campus. Visitors are required to check in at the front office upon arrival, wear an identification tag while on campus, and then return to the school office upon departure.

Staff members are trained to activate lock down procedures in the event of an emergency. Fire, earthquake, or disaster drills are held monthly. Local law enforcement quickly responds to concerns as they arise.

### School Inspections

Schools are required by state law to conduct a formal inspection annually of designated areas and systems and then prepare a report on the current condition of facilities. The School Facility Good Repair Status table illustrated in this report identifies the state-required inspection areas and discloses the operational status in each of those areas. During the current school year, restrooms were fully operational and available for student use at all times.

### School Site Safety Plan

The Comprehensive School Site Safety Plan was originally developed for Lakeside School in collaboration with local agencies and district administration 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, and dress code policy. Lakeside School's most recent school safety plan was reviewed, updated, and shared with school staff.

The district administers a scheduled maintenance program to ensure that all classrooms and facilities are well-maintained and in good repair. The district's maintenance department manages larger projects that may require third party contractors. School custodians are qualified and equipped to handle minor routine repairs and maintenance projects.

The M&O Director reviews and approves all work orders before they are prepared by office staff and submitted to M&O for resolution. The district's maintenance department prioritizes incoming requests based upon the nature of the project. Safety issues are always given the highest priority and resolved immediately by either the site custodian or M&O staff. The principal or custodial staff contact M&O via cell phone or hand-held radio for urgent situations.

Lakeside School is proud of its high standards regarding campus maintenance and general housekeeping practices. Custodial staff are supervised by and collaborate with the district's Director of M&O to ensure classrooms and campus grounds are well-maintained and kept safe and functioning for students, staff, and visitors. Custodians follow a detailed set of cleaning standards, schedules, and policies for maintaining a clean and safe environment for learning. Upon hire, custodians participate in a formal training session that covers state mandated health and safety topics. The Director of M&O meets with custodians monthly to address safety issues, district policies, and school activities schedules.

The principal communicates frequently with custodians regarding school facilities and safety issues, custodial responsibilities, and housekeeping needs. Every morning before school begins, the day custodian secures the school gates and inspects school facilities for safety hazards and maintenance issues that require attention before staff and students arrive on campus. Any graffiti or signs of vandalism are removed immediately. All staff members share the responsibility to check restrooms frequently as a proactive measure in keeping facilities stocked, safe, and sanitary.



## School Facility Conditions and Planned Improvements

Custodians are assigned to Lakeside School for routine maintenance, daily custodial duties, and special events. The day custodians' routine includes general maintenance duties; preparing facilities for mealtime activities; cleaning the cafeteria after meals are served; cleaning restrooms and classrooms; and fulfilling basic custodial needs for students and staff. Two full-time evening custodians are responsible for cleaning classrooms and restrooms. One full-time groundskeeper is responsible for maintaining landscaping and irrigation systems. The Director of M&O follows-up regularly to ensure custodians are following the district's cleaning standards and to survey campus facilities to identify deficiencies that should be corrected to maintain high safety and cleanliness standards.

Year and month of the most recent FIT report

November 23, 2020

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

## Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

#### Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

#### SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

#### Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

## Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

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

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b> (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A



## 2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	552	510	92.39	7.61	39.25
Female	264	245	92.8	7.2	46.91
Male	288	265	92.01	7.99	32.2
American Indian or Alaska Native	--	--	--	--	--
Asian	25	24	96	4	58.33
Black or African American	24	19	79.17	20.83	31.58
Filipino	12	12	100	0	66.67
Hispanic or Latino	359	338	94.15	5.85	37.31
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	28	25	89.29	10.71	32
White	102	91	89.22	10.78	41.76
English Learners	52	49	94.23	5.77	4.17
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	291	264	90.72	9.28	36.26
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	47	44	93.62	6.38	4.65

## 2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	552	502	90.94	9.06	16.20
Female	264	241	91.29	8.71	14.52
Male	288	261	90.63	9.37	17.76
American Indian or Alaska Native	--	--	--	--	--
Asian	25	24	96.00	4.00	29.17
Black or African American	24	19	79.17	20.83	10.53
Filipino	12	12	100.00	0.00	58.33
Hispanic or Latino	359	332	92.48	7.52	12.99
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	28	23	82.14	17.86	9.09
White	102	91	89.22	10.78	21.98
English Learners	52	48	92.31	7.69	0.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	291	258	88.66	11.34	13.62
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	47	43	91.49	8.51	4.76

## 2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent At or Above Grade Level
All Students	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A

<b>Black or African American</b>	N/A	N/A	N/A	N/A	N/A
<b>Filipino</b>	N/A	N/A	N/A	N/A	N/A
<b>Hispanic or Latino</b>	N/A	N/A	N/A	N/A	N/A
<b>Native Hawaiian or Pacific Islander</b>	N/A	N/A	N/A	N/A	N/A
<b>Two or More Races</b>	N/A	N/A	N/A	N/A	N/A
<b>White</b>	N/A	N/A	N/A	N/A	N/A
<b>English Learners</b>	N/A	N/A	N/A	N/A	N/A
<b>Foster Youth</b>	N/A	N/A	N/A	N/A	N/A
<b>Homeless</b>	N/A	N/A	N/A	N/A	N/A
<b>Military</b>	N/A	N/A	N/A	N/A	N/A
<b>Socioeconomically Disadvantaged</b>	N/A	N/A	N/A	N/A	N/A
<b>Students Receiving Migrant Education Services</b>	N/A	N/A	N/A	N/A	N/A
<b>Students with Disabilities</b>	N/A	N/A	N/A	N/A	N/A

\*At or above the grade-level standard in the context of the local assessment administered.

## 2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

<b>CAASPP Student Groups</b>	<b>CAASPP Total Enrollment</b>	<b>CAASPP Number Tested</b>	<b>CAASPP Percent Tested</b>	<b>CAASPP Percent Not Tested</b>	<b>CAASPP Percent At or Above Grade Level</b>
<b>All Students</b>	N/A	N/A	N/A	N/A	N/A
<b>Female</b>	N/A	N/A	N/A	N/A	N/A
<b>Male</b>	N/A	N/A	N/A	N/A	N/A
<b>American Indian or Alaska Native</b>	N/A	N/A	N/A	N/A	N/A
<b>Asian</b>	N/A	N/A	N/A	N/A	N/A
<b>Black or African American</b>	N/A	N/A	N/A	N/A	N/A
<b>Filipino</b>	N/A	N/A	N/A	N/A	N/A
<b>Hispanic or Latino</b>	N/A	N/A	N/A	N/A	N/A
<b>Native Hawaiian or Pacific Islander</b>	N/A	N/A	N/A	N/A	N/A
<b>Two or More Races</b>	N/A	N/A	N/A	N/A	N/A
<b>White</b>	N/A	N/A	N/A	N/A	N/A
<b>English Learners</b>	N/A	N/A	N/A	N/A	N/A
<b>Foster Youth</b>	N/A	N/A	N/A	N/A	N/A
<b>Homeless</b>	N/A	N/A	N/A	N/A	N/A
<b>Military</b>	N/A	N/A	N/A	N/A	N/A
<b>Socioeconomically Disadvantaged</b>	N/A	N/A	N/A	N/A	N/A
<b>Students Receiving Migrant Education Services</b>	N/A	N/A	N/A	N/A	N/A



<b>Students with Disabilities</b>	N/A	N/A	N/A	N/A	N/A
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\*At or above the grade-level standard in the context of the local assessment administered.

## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

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

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

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
<b>Science</b> (grades 5, 8 and high school)	N/A	21.21	N/A	22.86	N/A	28.72

## 2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	174	165	94.83	5.17	21.21
<b>Female</b>	73	70	95.89	4.11	20.00
<b>Male</b>	101	95	94.06	5.94	22.11
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	111	107	96.40	3.60	19.63
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	35	33	94.29	5.71	27.27
<b>English Learners</b>	13	12	92.31	7.69	0.00
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	87	82	94.25	5.75	12.20
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	19	18	94.74	5.26	5.56

## B. Pupil Outcomes

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

#### 2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

#### 2021-22 Opportunities for Parental Involvement

Parents are encouraged to be involved in their child's learning environment by attending school events, serving on a school committee, and volunteering at the school. Staff welcome parents' assistance in the classroom or library, chaperoning field trips, and organizing fund-raisers.

Back to School Night, Open House, Camp Keep, Eighth Grade Graduation, parent conferences, and Bulldog Days provide wonderful experiences for parents to interact with the school community while supporting their child's efforts. As a member of the School Site Council, English Learner Advisory Council, or one of the booster clubs, parents have the opportunity to provide input on school activities, programs, and financial planning. The School Site Council, an elected group of parents and school staff, is a major governing body that provides guidance for and approves the school site plan, school budget, and school safety plan.

Lakeside School supports parent involvement in all school activities and programs by emphasizing communication (in both English and Spanish) between the school and home. Teacher newsletters, telephone calls, letters, flyers, parent conferences, the school website, and the automated telephone message system are used to keep parents up to date on school information and student progress. The school's web site is a valuable resource for general information about the school and its programs, schedules, staff, and educational resources. School staff encourage parents to present ideas and suggestions at meetings on an individual basis or by written communication. Parents may contact their child's teacher or school office staff at (661) 831-3503 for more information about Lakeside School or to volunteer their talents.

## 2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	661	649	119	18.3
Female	320	313	58	18.5
Male	341	336	61	18.2
American Indian or Alaska Native	3	3	2	66.7
Asian	28	28	3	10.7
Black or African American	34	31	17	54.8
Filipino	14	14	0	0.0
Hispanic or Latino	421	415	67	16.1
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	28	28	8	28.6
White	125	123	19	15.4
English Learners	83	82	12	14.6
Foster Youth	11	8	2	25.0
Homeless	1	1	0	0.0
Socioeconomically Disadvantaged	373	364	80	22.0
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	58	58	9	15.5

### C. Engagement

#### State Priority: School Climate

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

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



## Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 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.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
<b>Suspensions</b>	3.95	0.30	2.38	0.13	3.47	0.20
<b>Expulsions</b>	0.00	0.00	0.00	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. 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.

Subject	School 2019-20	District 2019-20	State 2019-20
<b>Suspensions</b>	4.20	2.53	2.45
<b>Expulsions</b>	0.00	0.00	0.05

## 2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
<b>All Students</b>	0.30	0.00
<b>Female</b>	0.31	0.00
<b>Male</b>	0.29	0.00
<b>American Indian or Alaska Native</b>	0.00	0.00
<b>Asian</b>	0.00	0.00
<b>Black or African American</b>	0.00	0.00
<b>Filipino</b>	0.00	0.00
<b>Hispanic or Latino</b>	0.00	0.00
<b>Native Hawaiian or Pacific Islander</b>	0.00	0.00
<b>Two or More Races</b>	0.00	0.00
<b>White</b>	1.60	0.00
<b>English Learners</b>	0.00	0.00
<b>Foster Youth</b>	0.00	0.00
<b>Homeless</b>	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	0.27	0.00
<b>Students Receiving Migrant Education Services</b>	0.00	0.00
<b>Students with Disabilities</b>	0.00	0.00

## 2021-22 School Safety Plan

The Comprehensive School Site Safety Plan was originally developed for Lakeside School in collaboration with local agencies and district administration to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, response to a pandemic, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. Lakeside School's most recent school safety plan is reviewed, updated, and shared with the School Site Council and staff annually in the fall. Students and staff participate in monthly safety drills, and the Great California Shake-out earthquake drill in the fall of each year.

The School Plan for a Safe Reopening was developed in response to the COVID-19 pandemic. Per CDE, this guidance was created through the statewide reopening schools task force that fostered a collaborative process for our educators and stakeholders to lend their important voices. Also informed by the technical assistance and advice of many health and safety organizations including the Centers for Disease Control, California Department of Public Health, California Division of Occupational Safety and Health, the intent of this document is to be a guide for the local discussion on safely reopening schools.

### D. Other SARC Information

#### Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

## 2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	25		1	
1	22		6	
2	29		1	
3	24		1	
4	32		1	
5	32		1	
6	23	5	30	

## 2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	28		1	
1	23		7	
2	50			1
3	28		1	
4	31		1	
5	26		1	
6	24	15	22	

## 2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	23		1	
1	29		7	
2	46			1
3	26		1	
4	30		1	
5	32		1	
6	27	5	26	3

## 2020-21 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	



## 2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.6
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	1
Social Worker	0
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	0
Other	1.5

## 2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	8023	1402	6642	60257
District	N/A	N/A	6642	
Percent Difference - School Site and District	N/A	N/A	0.0	0.5
State			\$8,444	\$82,431
Percent Difference - School Site and State	N/A	N/A	-23.9	-31.1

## 2020-21 Types of Services Funded

In addition to state Local Control Funding Formula, Lakeside Union School District receives the following state and federal categorical funding for special programs.

- English Language Acquisition Program, Teacher Training & Student Assistance
- Lottery: Instructional Materials
- Special Education
- State Lottery
- Title I, II, III
- Transportation

## 2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/csl/>.

Category	District Amount	State Average for Districts in Same Category
<b>Beginning Teacher Salary</b>		\$51,450
<b>Mid-Range Teacher Salary</b>		\$80,263
<b>Highest Teacher Salary</b>		\$101,012
<b>Average Principal Salary (Elementary)</b>		\$128,082
<b>Average Principal Salary (Middle)</b>		\$132,453
<b>Average Principal Salary (High)</b>		\$134,792
<b>Superintendent Salary</b>		\$197,968
<b>Percent of Budget for Teacher Salaries</b>	29%	34%
<b>Percent of Budget for Administrative Salaries</b>	5%	6%

## Professional Development

Lakeside School makes every effort to meet the academic, emotional, and physical needs of our students. Counseling support may be provided by school administrators and teachers.

Our Local Control Agency Plan (LCAP), developed by stakeholders, includes three primary goals:

1. All students will demonstrate growth towards meeting or exceeding standards in ELA, Math, Science, HSS, and ELD, as demonstrated through state assessments, local formative assessments and course grades.
2. The district will provide an engaging and nurturing environment where students will demonstrate a positive growth in attendance rates, decrease in student suspension and expulsion and increase in parental involvement.
3. The district will continue to hire the most qualified teachers and train them in the latest instructional strategies, maintain clean, safe, functional facilities that are in good repair, and provide sufficient standards aligned to instructional materials in core academics for all students with a focus on Students with Disabilities, English Learners, low-income, and foster youth. This goal will increase the quality of instruction and have a positive impact on student growth.

Programs currently being implemented at are: IlluminateEd, Imagine Learning, and Guided Reading. Teachers and administrators have received and continue to receive professional development during the school day and after school through in-services and workshops, on the currently implemented programs.

Lakeside School acquires highly qualified nonteaching support staff as needed through the Kern County SELPA for: health services, speech and language therapy, occupational therapy, adapted and physical therapy, psychological services, deaf and hard of hearing services, and vision, orientation, and mobility services.

All training and curriculum development at Lakeside Union School District revolves around the California Common Core State Standards and Frameworks. All training activities are focused on curriculum and driven by teacher and student needs. Staff development activities are selected through a collaborative effort of teaching staff and based upon assessment results, staff survey results, feedback from both teaching and administrative staff, school goals and through weekly Professional Learning Communities Meetings.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2019-20	2020-21	2021-22
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	5	7	5

# Lakeside Union School District

## 2020-21 Local Accountability Report Card (LARC) Addendum

### Local Accountability Report Card (LARC) Addendum

#### 2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

#### 2021-22 District Contact Information

<b>District Name</b>	Lakeside Union School District
<b>Phone Number</b>	661.836.6658
<b>Superintendent</b>	Ty Bryson
<b>Email Address</b>	tbryson@lakesideusd.org
<b>District Website Address</b>	www.lakesideusd.org

## 2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	950	882	92.84	7.16	36.26
Female	464	430	92.67	7.33	40.85
Male	486	452	93.00	7.00	31.93
American Indian or Alaska Native	--	--	--	--	--
Asian	51	50	98.04	1.96	52.00
Black or African American	54	48	88.89	11.11	21.28
Filipino	12	12	100.00	0.00	66.67
Hispanic or Latino	616	579	93.99	6.01	34.43
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	46	41	89.13	10.87	34.15
White	165	147	89.09	10.91	40.82
English Learners	97	92	94.85	5.15	7.69
Foster Youth	--	--	--	--	--
Homeless	18	18	100.00	0.00	22.22
Military	0	0	0	0	0
Socioeconomically Disadvantaged	567	522	92.06	7.94	30.89
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	101	91	90.10	9.90	4.44



## 2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	950	877	92.32	7.68	16.34
<b>Female</b>	464	424	91.38	8.62	14.39
<b>Male</b>	486	453	93.21	6.79	18.18
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	51	50	98.04	1.96	38.00
<b>Black or African American</b>	54	48	88.89	11.11	12.50
<b>Filipino</b>	12	12	100.00	0.00	58.33
<b>Hispanic or Latino</b>	616	574	93.18	6.82	13.09
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	46	40	86.96	13.04	12.82
<b>White</b>	165	148	89.70		20.27
<b>English Learners</b>	97	92	94.85	5.15	3.26
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	18	18	100.00	0.00	22.22
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	567	518	91.36	8.64	13.35
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	101	91	90.10	9.90	4.44

## 2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

\*At or above the grade-level standard in the context of the local assessment administered.

## 2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

\*At or above the grade-level standard in the context of the local assessment administered.



# Donald E. Suburu School

## 2021 School Accountability Report Card

### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at [www.cde.ca.gov/ta/ac/sa/](http://www.cde.ca.gov/ta/ac/sa/)

For more information about the LCFF or the LCAP, see the CDE LCFF web page at [www.cde.ca.gov/fg/aa/lc/](http://www.cde.ca.gov/fg/aa/lc/)

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### DataQuest



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

#### California School Dashboard



The California School Dashboard (Dashboard) [www.caschooldashboard.org/](http://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 Access

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

## 2021-22 School Contact Information

<b>School Name</b>	Donald E. Suburu School
<b>Street</b>	7315 Harris Rd.
<b>City, State, Zip</b>	Bakersfield, CA 93313-9326
<b>Phone Number</b>	661.665.8190
<b>Principal</b>	Valerie Hudson
<b>Email Address</b>	vhudson@lakesideusd.org
<b>School Website</b>	<a href="https://www.lakesideusd.org/Domain/9">https://www.lakesideusd.org/Domain/9</a>
<b>County-District-School (CDS) Code</b>	15635526115042

## 2021-22 District Contact Information

<b>District Name</b>	Lakeside Union School District
<b>Phone Number</b>	661.836.6658
<b>Superintendent</b>	Ty Bryson
<b>Email Address</b>	tbryson@lakesideusd.org
<b>District Website Address</b>	<a href="http://www.lakesideusd.org/">www.lakesideusd.org/</a>

## 2021-22 School Overview

### Principal's Message

Welcome to Suburu School! The purpose of this School Accountability Report Card is to provide parents and the community with information about academic achievements, adequacy of instructional materials, status of campus facilities, student safety practices, qualifications of professional staff, and progress in meeting state standards.

Our highly committed staff has made a strong assurance to provide the very best educational program possible for each of our students whether students participate in distance learning, in-person or hybrid learning a combination of distance learning and in-person. We are still impacted by the Pandemic: COVID-19; however our school was able to open with in-person instruction. In July 2021, the Governor approved CA Assembly Bill 130 (AB 130), requiring districts/schools to offer an Independent Study option for the 2021–2022 school year only to students and families whose health would be put at risk by in-person instruction.

As part of our program, in addition to our regular core subjects, we provide un-interrupted time for intensive intervention, strategic intervention, and enrichment groups that are designed to meet the specific needs of every child on our campus. Teachers use regular Common Formative Assessments to make informed decisions about their teaching and student learning. Chapter and unit assessments, quarterly benchmark exams, and interim assessments, are used to monitor student progress towards reaching proficiency on the Common Core State Standards. Our teachers meet in Professional Learning Communities and Data Teams weekly to collaborate, where they focus on developing lessons and planning best teaching strategies to maximize student learning. Collaborative efforts among administration, teaching staff, and parents will ensure students thrive in an environment which fosters emotional and academic success.

The California Common Core Standards are being taught in every classroom. You may access these standards on the California Department of Education website at <http://www.cde.ca.gov/>. In the spring, students in third, fourth, and fifth grades, participate in the computerized assessment called the California Assessment of Student Performance and Progress (CAASPP), in English Language Arts and Mathematics. Districts and parents receive Student Score Reports from this assessment in the summer.

### Suburu's Mission

Suburu School is committed to a quality educational program, responsive to the needs of its students within a safe nurturing



## 2021-22 School Overview

environment. The staff, students, parents, and community, assume responsibility for each student's academic and personal success. Recognizing the worth and dignity of each student, Suburu prepares all students to achieve to their fullest potential. Our goal is to produce students who make informed decisions, as they become responsible citizens and productive members of society.

### School Vision

A place where students of the Suburu Community become college and career ready and independent lifelong learners.

### Suburu School Profile

Suburu School currently services 830 students in Transitional Kindergarten through fifth grade. The student body includes 10.2% receiving special education services, 12% identified as English Learners, 4.2% identified as homeless, and 69.5% receiving free or reduced-price lunch. Located in a suburban area in the Castle and Cooke development of Silver Creek, Suburu School is a small friendly community school. All staff members are committed to providing a quality educational program, responsive to the needs of its students within a safe, nurturing environment.

## About this School

### 2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	161
Grade 1	138
Grade 2	130
Grade 3	137
Grade 4	141
Grade 5	123
Total Enrollment	830

## 2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
American Indian or Alaska Native	0.4
Asian	6.1
Black or African American	5.9
Filipino	0.5
Hispanic or Latino	64.1
Native Hawaiian or Pacific Islander	0.1
Two or More Races	3.4
White	15.7
English Learners	12
Foster Youth	1
Homeless	4.2
Socioeconomically Disadvantaged	69.5
Students with Disabilities	10.2

### A. Conditions of Learning

#### State Priority: Basic

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

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

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

## 2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	
<b>Intern Credential Holders Properly Assigned</b>	
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	
<b>Unknown</b>	
<b>Total Teaching Positions</b>	

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

## 2019-20 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2019-20
<b>Permits and Waivers</b>	
<b>Misassignments</b>	
<b>Vacant Positions</b>	
<b>Total Teachers Without Credentials and Misassignments</b>	

## 2019-20 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2019-20
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	
<b>Local Assignment Options</b>	
<b>Total Out-of-Field Teachers</b>	

## 2019-20 Class Assignments

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

## 2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

All textbooks used in the core curriculum are aligned to the California Content Standards and Frameworks. Instructional materials for grades K-5 are selected from the state's list of standards-based materials and adopted by the State Board of Education. District textbook review and adoption activities occur the year following the state's adoption. On October 4, 2013, the SBE adopted the new Common Core State Standards.

On September 2021, the Lakeside Union School District's Board of Trustees held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Trustees adopted a Resolution which certifies as required by Education Code §60119 (1) that each pupil has a textbook or instructional materials, or both, to use in class and to take home, and (2) that 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, and (3) that sufficient textbooks or instructional materials were provided to each pupil enrolled in foreign language or health classes.

### Library Resources

Our library is open between 8:00am and 2:30pm daily. Students have access to a wide variety of books for all reading levels. Four computers are accessible for students to use Accelerated Reader and/or research on the internet. Students visit the library a minimum of once a week with their teacher and is available for students during their recess to check-out books, use the computers, and to study.

### Technology Resources

All students Transitional Kindergarten to fifth grade have access to a chromebook and if needed a hotspot for access to the internet. All classrooms have access to LCD projectors, document cameras, and interactive whiteboards to enhance delivery of class lessons. Parents/Guardians are required to sign an Internet Permission Form for their child before access to the internet is granted.

Year and month in which the data were collected

December 2020

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Advanced Adopted 2016	Yes	0%
Mathematics	McGraw Hill Publishing Company; My Math Adopted 2014	Yes	0%
Science	Harcourt; California Science Adopted 2007	Yes	0%
History-Social Science	Studies Weekly: CA Studies Weekly-Social Studies Adopted 2018	Yes	0%
Foreign Language			
Health			
Visual and Performing Arts			
Science Laboratory Equipment (grades 9-12)			



## School Facility Conditions and Planned Improvements

### School Facilities

Suburu School provides a safe clean environment for learning through proper facilities maintenance and campus supervision. Original facilities were built in 1997; ongoing maintenance and improvements ensure campus facilities remain up to date and provide adequate space for students and staff.

### Campus Maintenance

The district administers a scheduled maintenance program to ensure that all classrooms and facilities are well-maintained and in good repair. The district's maintenance department manages larger projects that may require third party contractors. School custodians and the grounds and maintenance staff are qualified and equipped to handle routine repairs and maintenance projects.

A universal work order process is used districtwide. Teachers and classified staff prepare and submit Maintenance Requests to the principal for approval and the principal authorizes maintenance requests for site custodians or site maintenance to complete. The district's maintenance department prioritizes large scale incoming requests at Suburu, based upon the nature of the project. Safety issues are always given the highest priority and resolved immediately by either a site custodian or other district Maintenance and Operations staff.

Suburu School is proud of its high standards regarding campus maintenance and general housekeeping practices. Custodial staff are supervised by and collaborate with the district's Maintenance and Operations Director to ensure classrooms and campus grounds are well maintained and kept safe and functioning. Custodians follow an established set of cleaning standards, schedules, and policies for maintaining a clean and safe environment for learning. Upon hire and on a regular basis, custodians participate in formal training that covers state mandated health and safety topics.

The principal and vice principal meet with the lead day custodian and/or grounds and maintenance employees to discuss school facilities and safety issues, custodial responsibilities, school activities schedule, and housekeeping needs. Every morning before school begins, the day custodians and/or maintenance employee, secure the school gates and inspect school facilities for safety hazards and maintenance issues that require attention before staff and students arrive on campus. Any graffiti or signs of vandalism are removed immediately. Custodians check and clean restrooms as needed multiple times a day, as a proactive measure in keeping facilities stocked, safe, and sanitary.

Two full-time day custodians, one part-time day custodian, and one grounds and maintenance employee, are assigned to Suburu School for routine maintenance, daily custodial duties, and special events. The day custodians' routine includes general maintenance duties; preparing facilities for mealtime activities; serving meals, cleaning the cafeteria after meals are served; cleaning restrooms and classrooms; and fulfilling basic custodial needs for students and staff. Two full-time evening custodians are responsible for cleaning classrooms and restrooms, and are available for after school and evening events. One full-time maintenance/groundskeeper is responsible for general maintenance and repair of facilities, blowing blacktop playing areas, and maintaining the landscape and the irrigation system. The district's Maintenance and Operations director follows-up regularly to ensure custodians/maintenance are following district's cleaning standards and to survey campus facilities to identify deficiencies that may need corrected to maintain high safety and cleanliness standards. Two custodians also have the responsibility of driving our Special Education students to multiple schools in the City of Bakersfield each morning and returning them home in the afternoon for a minimum of four hours daily.

### Year and month of the most recent FIT report

November 2020

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			HVAC professionals are on call and remediate any problem that arises.
<b>Interior:</b> Interior Surfaces	X			Interior surfaces are in good condition.
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			Facility is clean and a pest control company is on a regular spray schedule.
<b>Electrical</b>	X			All electrical is in good working order.

School Facility Conditions and Planned Improvements				
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			All restrooms and fountains are in good working order.
<b>Safety:</b> Fire Safety, Hazardous Materials	X			All safety concerns are addressed immediately.
<b>Structural:</b> Structural Damage, Roofs	X			No structural issues at this time.
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			The school grounds, windows, doors, gates, and fences are in good working order. All safety concerns are addressed immediately.

Overall Facility Rate			
Exemplary	Good	Fair	Poor
X			

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

#### Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

#### SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

#### Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

## Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

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

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b> (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A



## 2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	398	372	93.47	6.53	32.16
Female	200	185	92.5	7.5	32.79
Male	198	187	94.44	5.56	31.55
American Indian or Alaska Native	--	--	--	--	--
Asian	26	26	100	0	46.15
Black or African American	30	29	96.67	3.33	14.29
Filipino	0	0	0	0	0
Hispanic or Latino	257	241	93.77	6.23	30.42
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	18	16	88.89	11.11	37.5
White	63	56	88.89	11.11	39.29
English Learners	45	43	95.56	4.44	11.63
Foster Youth	--	--	--	--	--
Homeless	16	16	100	0	25
Military	0	0	0	0	0
Socioeconomically Disadvantaged	276	258	93.48	6.52	25.39
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	54	47	87.04	12.96	4.26

## 2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	398	375	94.22	5.78	16.53
Female	200	183	91.50	8.50	14.21
Male	198	192	96.97	3.03	18.75
American Indian or Alaska Native	--	--	--	--	--
Asian	26	26	100.00	0.00	46.15
Black or African American	30	29	96.67	3.33	13.79
Filipino	0	0	0	0	0
Hispanic or Latino	257	242	94.16	5.84	13.22
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	18	17	94.44	5.56	17.65
White	63	57	90.48	9.52	17.54
English Learners	45	44	97.78	2.22	6.82
Foster Youth	--	--	--	--	--
Homeless	16	16	100.00	0.00	25.00
Military	0	0	0	0	0
Socioeconomically Disadvantaged	276	260	94.20	5.80	13.08
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	54	48	88.89	11.11	4.17

## 2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

All Students	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A

<b>Native Hawaiian or Pacific Islander</b>	N/A	N/A	N/A	N/A	N/A
<b>Two or More Races</b>	N/A	N/A	N/A	N/A	N/A
<b>White</b>	N/A	N/A	N/A	N/A	N/A
<b>English Learners</b>	N/A	N/A	N/A	N/A	N/A
<b>Foster Youth</b>	N/A	N/A	N/A	N/A	N/A
<b>Homeless</b>	N/A	N/A	N/A	N/A	N/A
<b>Military</b>	N/A	N/A	N/A	N/A	N/A
<b>Socioeconomically Disadvantaged</b>	N/A	N/A	N/A	N/A	N/A
<b>Students Receiving Migrant Education Services</b>	N/A	N/A	N/A	N/A	N/A
<b>Students with Disabilities</b>	N/A	N/A	N/A	N/A	N/A

\*At or above the grade-level standard in the context of the local assessment administered.

## 2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

<b>All Students</b>	N/A	N/A	N/A	N/A	N/A
<b>Female</b>	N/A	N/A	N/A	N/A	N/A
<b>Male</b>	N/A	N/A	N/A	N/A	N/A
<b>American Indian or Alaska Native</b>	N/A	N/A	N/A	N/A	N/A
<b>Asian</b>	N/A	N/A	N/A	N/A	N/A
<b>Black or African American</b>	N/A	N/A	N/A	N/A	N/A
<b>Filipino</b>	N/A	N/A	N/A	N/A	N/A
<b>Hispanic or Latino</b>	N/A	N/A	N/A	N/A	N/A
<b>Native Hawaiian or Pacific Islander</b>	N/A	N/A	N/A	N/A	N/A
<b>Two or More Races</b>	N/A	N/A	N/A	N/A	N/A
<b>White</b>	N/A	N/A	N/A	N/A	N/A
<b>English Learners</b>	N/A	N/A	N/A	N/A	N/A
<b>Foster Youth</b>	N/A	N/A	N/A	N/A	N/A
<b>Homeless</b>	N/A	N/A	N/A	N/A	N/A
<b>Military</b>	N/A	N/A	N/A	N/A	N/A
<b>Socioeconomically Disadvantaged</b>	N/A	N/A	N/A	N/A	N/A
<b>Students Receiving Migrant Education Services</b>	N/A	N/A	N/A	N/A	N/A
<b>Students with Disabilities</b>	N/A	N/A	N/A	N/A	N/A

\*At or above the grade-level standard in the context of the local assessment administered.

## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

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

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

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
<b>Science</b> (grades 5, 8 and high school)	N/A	25.22	N/A	22.86	N/A	28.72

## 2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	120	116	96.67	3.33	25.22
<b>Female</b>	64	60	93.75	6.25	26.67
<b>Male</b>	56	56	100.00	0.00	23.64
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	11	10	90.91	9.09	--
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	74	72	97.30	2.70	23.94
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	21	20	95.24	4.76	30.00
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	82	78	95.12	4.88	20.78
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	22	20	90.91	9.09	0.00



## B. Pupil Outcomes

## State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

### 2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

## C. Engagement

## State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

### 2021-22 Opportunities for Parental Involvement

#### Parent Involvement

Staff members at Suburu School believe that a successful educational experience for each student results from parents/guardians, students, staff, and our community working together. Parents/guardians are encouraged to be involved in their child's learning environment by attending school events, including awards ceremonies, band and choir concerts, serving on a school committee, volunteering in the classroom, or helping in the library. Due to the Pandemic: COVID-19, parent involvement on campus is limited to those that are essential to the child's learning. Even though parental involvement may look different, i.e. the use of video conferencing, our district and school site will continue to seek parental involvement in a variety of ways.

Back to School Night, Book Fair, Open House, Parents as Partners Night, Reading Week, holiday festivals, family dances, and other Parent Teacher Club (PTC) sponsored activities, provide wonderful experiences for parents/guardians to interact with the school community while supporting their child's efforts. As a member of the PTC, English Language Advisory Council (ELAC), District English Language Advisory Council (DELAC), School Site Council (SSC), Local Control and Accountability Plan (LCAP) meetings, and participating in Community Meetings to provide parents the opportunity to be involved in the decision-making process and have input on school activities, programs, and financial planning.

Parent Involvement Policy is promoted to facilitate the accomplishment of the following goals set forth:

- To engage parents positively in their children's education.
- To provide parents with strategies and techniques that may be utilized to improve their children's academic success and assist their learning at home.
- To build effective communication between the home and school.

Suburu School supports parent involvement in all school activities and programs by emphasizing communication between the school and home in both English and Spanish. Mass e-mail, text messaging, telephone calls, fliers sent home, Homework Hotline, Parent Portal to access current grades in grades 2nd -5th and other information including attendance, ConnectEd access for math assistance at home, BenchmarkEd for English Language Arts and English Language Development assistance at home, parent conferences and progress notices are also used to keep parents up to date on school information and student

## 2021-22 Opportunities for Parental Involvement

progress. The school's website is a valuable resource for general information about the school and its programs, schedules, staff, and educational resources for both parents and students. Parents/guardians may submit their email address to the school if they choose to receive information on upcoming school activities and events. School staff encourages parents/guardians to present ideas and suggestions at meetings, on an individual basis, or by written communication. An Events Calendar is sent home with students periodically and placed on the school's website to provide parents and students with information on upcoming events well in advanced. Parents may contact the school office at (661) 665-8190 for more information about Suburu School or to volunteer their talents.

## 2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	871	858	69	8.0
Female	443	437	35	8.0
Male	428	421	34	8.1
American Indian or Alaska Native	3	3	0	0.0
Asian	52	52	1	1.9
Black or African American	53	53	11	20.8
Filipino	5	5	0	0.0
Hispanic or Latino	565	557	35	6.3
Native Hawaiian or Pacific Islander	1	1	0	0.0
Two or More Races	35	35	8	22.9
White	150	145	14	9.7
English Learners	119	118	6	5.1
Foster Youth	9	8	1	12.5
Homeless	39	39	5	12.8
Socioeconomically Disadvantaged	618	610	58	9.5
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	101	100	10	10.0

## C. Engagement

### State Priority: School Climate

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

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

## Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 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.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
<b>Suspensions</b>	1.14	0.00	2.38	0.13	3.47	0.20
<b>Expulsions</b>	0.00	0.00	0.00	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. 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.

Subject	School 2019-20	District 2019-20	State 2019-20
<b>Suspensions</b>	1.25	2.53	2.45
<b>Expulsions</b>	0.00	0.00	0.05

## 2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
<b>All Students</b>	0.00	0.00
<b>Female</b>	0.00	0.00
<b>Male</b>	0.00	0.00
<b>American Indian or Alaska Native</b>	0.00	0.00
<b>Asian</b>	0.00	0.00
<b>Black or African American</b>	0.00	0.00
<b>Filipino</b>	0.00	0.00
<b>Hispanic or Latino</b>	0.00	0.00
<b>Native Hawaiian or Pacific Islander</b>	0.00	0.00
<b>Two or More Races</b>	0.00	0.00
<b>White</b>	0.00	0.00
<b>English Learners</b>	0.00	0.00
<b>Foster Youth</b>	0.00	0.00
<b>Homeless</b>	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	0.00	0.00
<b>Students Receiving Migrant Education Services</b>	0.00	0.00
<b>Students with Disabilities</b>	0.00	0.00

## 2021-22 School Safety Plan

Our Comprehensive School Site Safety Plan is developed for Suburu School in collaboration with local agencies and district administration 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, and dress code policy. Suburu School's most recent school safety plan was reviewed, updated, and shared with school staff in August 2021. Students and staff participate in monthly fire and lockdown drills and the Great California Shake-out earthquake drill in October. Suburu School also has a school safety team that meets quarterly to plan, update, and implement best practices for safety. This team also attends multiple trainings related to school safety.

### D. Other SARC Information

#### Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

### 2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	27		5	1
1	24		30	
2	26		5	
3	24		5	
4	31		4	
5	31		4	
6				

### 2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	29		6	
1	25		35	
2	24		6	
3	26		5	
4	29		4	
5	32		3	
6				
Other	7	6		



## 2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	14	8	5	
1	27		35	
2	25		5	
3	27		5	
4	34			4
5	30		4	
6				
Other	10	6		

## 2020-21 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	

## 2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.4
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	1
Social Worker	0
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	0
Other	1.5

## 2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$6,118.50	\$752.40	\$4,961.80	\$59,605
District	N/A	N/A	\$4,961.80	
Percent Difference - School Site and District	N/A	N/A	0.0	-0.5
State			\$8,444	\$82,431
Percent Difference - School Site and State	N/A	N/A	-52.0	-32.1

## 2020-21 Types of Services Funded

In addition to state Local Control Funding Formula, Lakeside Union School District receives the following state and federal funding for special programs.

- English Language Acquisition Program, Teacher Training & Student Assistance
- Lottery: Instructional Materials
- Special Education
- State Lottery
- Title I, II, and III
- Transportation

## 2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary		\$51,450
Mid-Range Teacher Salary		\$80,263
Highest Teacher Salary		\$101,012
Average Principal Salary (Elementary)		\$128,082
Average Principal Salary (Middle)		\$132,453
Average Principal Salary (High)		\$134,792
Superintendent Salary		\$197,968
Percent of Budget for Teacher Salaries	29%	34%
Percent of Budget for Administrative Salaries	5%	6%

## Professional Development

All training and curriculum development in the Lakeside Union School District revolves around the California Common Core State Standards and best teaching practices. All training activities are focused on curriculum and driven by teacher and student needs. Staff development activities are selected through a collaborative effort of teaching staff and based upon assessment results, staff survey results, feedback from both teaching and administrative staff, school/district goals, and through weekly Professional Learning Community and Data Team Meetings.

Our Local Control Agency Plan (LCAP), developed by stakeholders, includes three primary goals: 1.) Ensure high quality instruction; 2.) Increase student achievement; 3.) Ensure a positive learning environment. The primary academic focus at Suburu School is reading fluency, reading comprehension, and vocabulary acquisition, to maximize student learning and work towards the three LCAP goals. Teachers are provided regular Professional Development by the principal, district technology coordinator, as well as other outside support that is evidence based. Programs currently being implemented at Suburu are: IlluminateEd, Imagine Learning, NextGen Math, and Guided Reading. Teachers and administrators have received and continue to receive professional development during the school day and after school through in-services and workshops, on the currently implemented programs.

Suburu School continues to make every effort to meet the academic, emotional, and physical needs of each of our students. Counseling support is provided by a part-time counselor, school administrators, teachers, and school psychologists.

Suburu School acquires highly qualified non-teaching support staff as needed through the Kern County SELPA for:

- Health services
- Speech and language therapy
- Occupational therapy
- Adapted and physical therapy
- Psychological services
- Deaf and hard of hearing services
- Vision, orientation, and mobility services

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	5	6	6

## Lakeside Union School District

### 2020-21 Local Accountability Report Card (LARC) Addendum

## Local Accountability Report Card (LARC) Addendum

### 2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

### 2021-22 District Contact Information

<b>District Name</b>	Lakeside Union School District
<b>Phone Number</b>	661.836.6658
<b>Superintendent</b>	Ty Bryson
<b>Email Address</b>	tbryson@lakesideusd.org
<b>District Website Address</b>	www.lakesideusd.org/



## 2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	950	882	92.84	7.16	36.26
<b>Female</b>	464	430	92.67	7.33	40.85
<b>Male</b>	486	452	93.00	7.00	31.93
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	51	50	98.04	1.96	52.00
<b>Black or African American</b>	54	48	88.89	11.11	21.28
<b>Filipino</b>	12	12	100.00	0.00	66.67
<b>Hispanic or Latino</b>	616	579	93.99	6.01	34.43
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	46	41	89.13	10.87	34.15
<b>White</b>	165	147	89.09	10.91	40.82
<b>English Learners</b>	97	92	94.85	5.15	7.69
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	18	18	100.00	0.00	22.22
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	567	522	92.06	7.94	30.89
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	101	91	90.10	9.90	4.44

## 2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	950	877	92.32	7.68	16.34
<b>Female</b>	464	424	91.38	8.62	14.39
<b>Male</b>	486	453	93.21	6.79	18.18
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	51	50	98.04	1.96	38.00
<b>Black or African American</b>	54	48	88.89	11.11	12.50
<b>Filipino</b>	12	12	100.00	0.00	58.33
<b>Hispanic or Latino</b>	616	574	93.18	6.82	13.09
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	46	40	86.96	13.04	12.82
<b>White</b>	165	148	89.70		20.27
<b>English Learners</b>	97	92	94.85	5.15	3.26
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	18	18	100.00	0.00	22.22
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	567	518	91.36	8.64	13.35
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	101	91	90.10	9.90	4.44

## 2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

\*At or above the grade-level standard in the context of the local assessment administered.

## 2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

\*At or above the grade-level standard in the context of the local assessment administered.





December 28, 2021

Ty Bryson, Superintendent  
Lakeside Union School District  
14535 Old River Road  
Bakersfield CA 93311

Re: Special Services Proposal for:  
District Master Plan

Mr. Bryson,

Thank you for the opportunity to offer this proposal for Special Services. We have provided below a general description of the project scope and our proposed fee.

#### Project Scope

Our understanding of the scope for the Project is as outlined below. Please note this outline forms the basis for our proposal. Changes in the scope as outlined may have impacts on the amounts quoted.

#### **District Master Plan**

1. Outlook of probable future District growth and enrollment
  - a. Davis Demographics 10-year forecasts
2. Probable Costs of future District growth
  - a. Civil Engineer Estimates
  - b. Architectural Building Estimates
3. Site Evaluations
  - a. Existing Site Utilization
  - b. New Site Utilization

#### Compensation

We propose to provide the services listed above for the following Architectural fee of:

**\$30,000.00**

☎ 661.832.5258

📠 661.832.4291

5500 Ming Avenue  
Suite 280  
Bakersfield, CA 93309  
[ordizmelby.com](http://ordizmelby.com)



### Compensation Schedule

1. Fees shall be billed each month in proportion to the work completed.
2. Fees for additional services outside of the scope of work outlined above shall be charged per Fee/Reimbursable Expenses Schedule.

### Reimbursable Expenses Schedule

Printing 1.0 x Direct Cost

### Terms

Statements are due and payable upon receipt. Any amounts unpaid after 30 days will accrue interest from the date of the statement at the rate of 1 1/2% per month, (18% per Annum), or the maximum allowable rate. If either party wishes to terminate the contract, a 30-day notice shall be given and payment for work performed shall be remitted within 30 days.

Again, thank you for the opportunity to submit this proposal. Please call if you have any questions or need additional information.

Sincerely,

**Ordiz-Melby, Inc.**, an Architectural Corporation



Danny E. Ordiz, A.I.A.  
Architect C-14728

Architects are licensed and regulated by the California Architects Board located at 2420 Del Paso Road, Suite 105, Sacramento, CA 95834.

## ***AGREEMENT FOR CONTRACTED SERVICES***

THIS AGREEMENT ("Agreement") is made and entered into as of \_\_\_\_\_, 202\_\_ by and between., Ordiz-Melby Inc., an architectural corporation, a California corporation ("Consultant"), and the Lakeside Union School District ("District"), a California school district, for Long Range Facilities Master Plan Services. Consultant and District are each a "Party," and collectively, the "Parties," to this Agreement.

### ***FUNDAMENTAL TERMS***

- A. ***Location of Project:*** Lakeside Union School District, California in accordance with "Service Requirements", included herein.
- B. ***Description of Services/Goods to be Provided:*** Facilities Master Plan
- C.
- D. ***Term:*** Services shall commence on January 1, 2022 ("Commencement Date") and end on August 31, 2022.
- E. ***Party Representative:***
  - 1) The District designates the following person/officer to act on the District's behalf:
    - a. Ty Bryson, Superintendent, or designee.
  - 2) The Consultant designates the following person to act on Consultant's behalf:
    - a. Danny E. Ordiz, AIA, or designee.
  - 3) If either party changes the contact information, it shall promptly notify the other party in writing as provided in Section E.
- F. ***Notices:*** The Consultant shall deliver all notices or other writings required to be delivered under this Agreement to the District at the address set forth following District's signature below. The District shall deliver all notices and other writings required to be delivered to the Consultant at the address set forth following Consultant's signature below.
- G. ***Attachments:*** This Agreement incorporates by reference the following Attachments to this Agreement:
  - 1) General Provisions
  - 2) Scope of Services
  - 3) Budget/Price Structure
- G. ***Integration:*** This Agreement represents the entire understanding of District and Consultant as to those matters contained herein. No prior oral or written understanding shall be of any force or effect with regard to those matters covered by this Agreement. This Agreement supersedes and cancels any and all previous negotiations, arrangements, agreements, and understandings, if any, between the parties, and none shall be used to interpret this Agreement.

IN WITNESS WHEREOF, the parties have executed this Agreement the date and year first above written.

By: \_\_\_\_\_

Ty Bryson, Superintendent

By: \_\_\_\_\_



Danny E. Ordiz, AIA, President

Address for Notices and Payments

DISTRICT:

14535 Old River Road  
Bakersfield, CA 93311

CONSULTANT:

5500 Ming Avenue, Suite 280  
Bakersfield, CA 93309



## **GENERAL PROVISIONS**

### **SERVICES OF CONSULTANT**

- 1.1 Scope of Services. In compliance with all terms and conditions of this Agreement, the Consultant shall provide the goods and/or services shown in the Proposal hereto ("Scope of Services"), which may be referred to herein as "services" or the "work".
- 1.2 Changes and Additions to Scope of Services. The District shall have the right at any time during the performance of the services, without invalidating this Agreement, to order extra work beyond that specified in the Scope of Services or make changes by altering, adding to, or deducting from said work. No such work shall be undertaken unless a written order is first given by the District to the Consultant, incorporating therein any adjustment in (i) the Budget, and/or (ii) the time to perform this Agreement, which adjustments are subject to the written approval of the Consultant.
- 1.3 Standard of Performance. Consultant agrees that all services shall be performed in a competent, professional, and satisfactory manner in accordance with the standards prevalent in the industry.
- 1.4 Performance to Satisfaction of District. Consultant agrees to perform all work to the satisfaction of the District within the time specified. If the District reasonably determines that the work is not satisfactory, the District shall have the right to take appropriate action, including, but not limited to: (i) meeting with the Consultant to review the quality of the work and resolve matters of concern; (ii) requiring the Consultant to repeat unsatisfactory work at no additional charge until it is satisfactory; (iii) withholding payment; and (iv) terminating this Agreement as hereinafter set forth.
- 1.5 Instructions from the District. In the performance of this Agreement, the Consultant shall report to and receive instructions from the District's Representative designated in D.1 of Fundamental Terms of this Agreement. Tasks or services other than those specifically described in the Scope of Services shall not be performed without the prior written approval of the District's Representative.
- 1.6 Familiarity with Work. By executing this Agreement, the Consultant warrants that the Consultant (i) has thoroughly investigated and considered the scope of services to be performed, (ii) has carefully considered how the services should be performed, and (iii) fully understands the facilities, difficulties, and restrictions attending performance of the services under the Agreement.
- 1.7 Prohibition Against Subcontracting or Assignment. Consultant shall not contract with any other entity to perform in whole or in part the services required hereunder without the express written approval of the District. In addition, neither the Agreement nor any interest herein may be transferred, assigned, conveyed, without the prior written approval of District.
- 1.8 Compensation. The Consultant shall be compensated in accordance with the terms of the Proposal Budget.



## **INSURANCE AND INDEMNIFICATION**

- 2.1. **Insurance.** Without limiting the Consultant's indemnification obligations, the Consultant shall procure and maintain, at its sole cost and for the duration of this Agreement, insurance coverage as provided below, against all claims for injuries against persons or damages to property which may arise from or in connection with the performance of the work hereunder by the Consultant, its agents, representatives, employees, and/or sub-Consultants.
- 2.1.1. *General Liability:* (including premises and operations; contractual liability, independent Consultants' liability; and personal injury): One Million Dollars (\$1,000,000.00) each occurrence/ \$1,000,000 in the annual aggregate.
- 2.1.2. *Workers Compensation and Employer's Liability:* Workers Compensation Insurance in an amount required by the laws of the State of California and Employer's Liability Insurance in the amount of One Million Dollars (\$1,000,000.00) per occurrence for injuries incurred in providing services under this Agreement.
- 2.1.3. *Professional Liability:* (covering errors and omissions): One Million Dollars (\$1,000,000.00) per occurrence/ \$1,000,000 in the annual aggregate.
- 2.1.4. *Other Insurance:* Such other policies of insurance as may be required.
- 2.1.5. *Deductibles:* Any deductibles or self-insurance retention's must be declared to and approved by the District prior to the execution of this Agreement by the District.
- 2.1.6. *General Insurance Requirements:* All of the Consultant's insurance: (i) shall name the District, and its officers, officials, employees, agents, representatives and volunteers (collectively hereinafter "District and District Personnel") as additional insured's and contain no special limitations on the scope of protection afforded to the District and District Personnel; (ii) shall be primary insurance and any insurance or self-insurance maintained by District or District Personnel shall be in excess of the Consultant's insurance and shall not contribute with it; (iii) shall be "occurrence" rather than "claims made" insurance; (iv) shall apply separately to each insured against whom claim is made or suit is brought, except with respect to the limits of the insurer's liability; (v) shall be endorsed to stated that the insurer shall waive all rights of subrogation against the District and District Personnel; (vi) shall be written by good and solvent insurer(s) admitted to do business in the State of California and approved in writing by the District; and (vii) shall be endorsed to state that coverage shall not be suspended, voided, cancelled, reduced in coverage or in limits, non-renewed, or materially changed for any reason, without thirty (30) days prior written notice thereof given by the insurer to the District by U.S. Mail, certified, or by personal delivery.
- 2.1.7. *Evidence of Coverage:* Consultant shall furnish the District with certificates of insurance demonstrating the coverage required by this Agreement which shall be received and approved by the District no less than five (5) working days before work commences. A renewal certificate for each of the policies described above shall be delivered to District not less than thirty (30) days before the expiration of the term of such policy. Coverage shall be subject to District's approval and shall carry a rating of A:6 or higher and insurance company shall be admitted and licensed in California to

transact insurance coverage and issue policies. Failure to furnish such evidence of insurance and maintain all required insurance shall be considered default by the Consultant.

- 2.1.8 Indemnification. Consultant agrees to defend, hold harmless, and indemnify District (and District's officers, employees, trustees, agents, successors, and assigns) against all claims, suits, expenses (including reasonable attorney's fees), losses, penalties, fines, costs, and liability whether in contract, tort, or strict liability (including but not limited to personal injury, death at any time, and property damage) arising out of or made necessary by (A) Contractor's breach of the terms of this Agreement, (B) the act or omission of Consultant, its employees, officers, agents, and assigns in connection with performance of this Agreement, and (C) the presence of Consultant, its officers, employees, agents, assigns, or invitees on District's premises.

In the event that any action or proceeding is brought against District by reason of any claim or demand discussed in this section, upon notice from District, Consultant shall defend the action or proceeding at Consultant's expense through counsel reasonably satisfactory to District. The obligation to indemnify set forth in this section shall include reasonable attorney's fees and investigation costs and all other reasonable costs, expenses, and liabilities from the first notice that any claim or demand is to be made.

Consultant's obligations under this section shall apply regardless of whether District (or any of its officers, employees, trustees, or agents) are actively or passively negligent, but shall not apply to any loss, liability, fine, penalty, forfeiture, cost, or damage determined by an arbitrator or court of competent jurisdiction to be caused solely by the active negligence or willful misconduct of District, its officers, employees, trustees, or agents.

## **LEGAL RELATIONS AND RESPONSIBILITIES**

- 3.1 Compliance with Laws. Consultant shall, at Consultant's own expense, keep itself fully informed of all existing and future state and federal laws and all county and District ordinances and regulations which in any manner affect those employed by or in any way affect the performance of services pursuant to this Agreement. If any Contract, permit, or other Governmental authorization is required, the Consultant shall procure and maintain it throughout the term of this Contract. When applicable, the Consultant shall not pay less than the prevailing wage, which rate is determined by the Director of Industrial Relations of the State of California.
- 3.2 Licenses, Permits, Fees and Assessments. The Consultant shall obtain at its sole cost and expense all licenses, permits, and approvals that may be required by law for the performance of the services required by this Agreement. Consultant shall have the sole obligation to pay for any fees, assessments, and taxes, plus applicable penalties and interest, which may be imposed by law and arise from or are necessary for the Consultant's performance of the services required by this Agreement, and shall indemnify, and hold District and the Property and School Site, free and harmless from any and all liability, loss, damages, fines, penalties, claims, and actions resulting from Consultant's failure to comply with and perform the



requirements of this Section.

- 3.3 Covenant Against Discrimination. The Consultant covenants for itself, its heirs, executors, assigns, and all persons claiming under or through it, that there shall be no discrimination against any person on account of race, color, creed, religion, sex, marital status, national origin, or ancestry, in the performance of this Agreement. The Consultant further covenants and agrees to comply with the terms of the Americans with Disabilities Act of 1990 (42 U.S.C. §12101 *et seq.*) as the same may be amended from time to time.
- 3.4 Independent Consultant. The Consultant shall perform all services required herein as an independent Consultant of the District and shall remain at all times as to the District a wholly independent Consultant. The District shall not in any way or for any purpose become or be deemed to be a partner of the Consultant in its business or otherwise, or a joint venture, or a member of any joint enterprise with the Consultant. The Consultant shall not at any time or in any manner represent that it or any of its agents or employees are agents or employees of the District. Neither the Consultant nor any of the Consultant's employees shall, at any time, or in any way, be entitled to any sick leave, vacation, retirement, or other fringe benefits from the District; and neither Consultant nor any of its employees shall be paid by District time and one-half for working in excess of forty (40) hours in any one week. The District is under no obligation to withhold State or Federal tax deductions from the Consultant's compensation. Neither Consultant nor any of the Consultant's employees shall be included in the competitive service, have any property right to any position, or any of the rights an employee may have in the event of termination of this Agreement.
- 3.5 Use of Patented Materials. The Consultant shall assume all costs arising from the use of patented or copyrighted materials, including, but not limited to equipment, devices, processes, and software programs, used or incorporated in the services or work performed by the Consultant under this Agreement. The Consultant shall indemnify, defend, and save the District harmless from any and all suits, actions or proceedings of every nature for or on account of the use of any patented or copyrighted materials.
- 3.6 Proprietary Information. All proprietary information developed specifically for District by Consultant in connection with, or resulting from, this Agreement, including but not limited to inventions, discoveries, improvements, copyrights, patents, reports, textual material, or software programs, but not including Consultant's underlying materials, software, or know-how, shall be the sole and exclusive property of District, and are confidential and shall not be made available to any person or entity without the prior written approval of District. Consultant agrees that the compensation to be paid pursuant to this Agreement includes adequate and sufficient compensation for any proprietary information developed in connection with or resulting from the performance of services by Consultant under this Agreement shall be made to District, and that Consultant shall do all things necessary and proper to perfect and maintain ownership of such proprietary information by District.
- 3.7 Retention of Funds. The Consultant hereby authorizes District to deduct from any amount payable to Consultant (whether arising out of this Agreement or otherwise) any amounts the payment of which may be in dispute hereunder or which are necessary to compensate District for any losses, costs, liabilities, or damages suffered by District, and all amounts for which District may be liable to third parties, by reason of Consultant's negligent acts, errors, or omissions, or willful misconduct, in performing or failing to perform Consultant's obligations under this Agreement. District in its sole and absolute discretion, may withhold from any payment due Consultant, without liability for interest, an amount sufficient to cover such claim



or any resulting lien. The failure of District to exercise such right to deduct or withhold shall not act as a waiver of Consultant's obligation to pay District any sums Consultant owes District.

- 3.8 Termination by the District. The District reserves the right to terminate this Agreement at anytime, with or without cause, upon written notice to Consultant. Upon receipt of any notice of termination from District, Consultant shall immediately cease all services hereunder except such as may be specifically approved in writing by District. Consultant shall be entitled to compensation for all services rendered prior to receipt of District's notice of termination and for any services authorized in writing by District thereafter. If termination is due to the failure of Consultant to fulfill its obligations under this Agreement, District may take over the work and prosecute the same to completion by contract or otherwise, and Consultant shall be liable to the extent that the total cost for completion of the services required hereunder, including costs incurred by District in retaining a replacement Consultant and similar expenses, exceeds the Budget.
- 3.9 Right to Stop Work; Termination by the Consultant. The Consultant shall have the right to stop work at anytime, with or without cause, upon written notice to District. Consultant shall be entitled to compensation for all services satisfactorily completed and authorized in writing by District thereafter. If Consultant terminates this Agreement because of an error, omission, or a fault of Consultant, or Consultant's willful misconduct, the terms of Section 3.8 relating to District's right to take over and finish the work and Consultant's liability therefore shall apply.
- 3.10 Waiver. The failure by either party to enforce any term or provision of this Agreement shall not constitute a waiver of that term or provision, or any other term or provision. No waiver by either party of any term or provision of this Agreement shall be deemed or shall constitute a waiver of any other provision of this Agreement, nor shall any waiver constitute a continuing waiver unless otherwise expressly provided in writing.
- 3.11 Legal Actions. Legal actions concerning any dispute, claim, or matter arising out of or in relation to this Agreement shall be instituted and maintained in the Municipal and Superior Courts of the State of California in the County of Kern, or in any other appropriate court with jurisdiction in such County, and the Consultant agrees to submit to the personal jurisdiction of such court.
- 3.12 Rights and Remedies are Cumulative. The rights and remedies of the parties are cumulative and the exercise by either party of one or more of such rights or remedies shall not preclude the exercise by it, at the same or different times, of any other rights or remedies for the same default or any other default of the other party.
- 3.13 Attorney's Fees. In any action between the parties hereto seeking enforcement of any of the terms or provisions of this Agreement or in connection with the performance of the work hereunder, the party prevailing in the final judgment in such action or proceeding, in addition to any other relief which may be granted, shall be entitled to have and recover from the other party its reasonable costs and expenses, including, but not limited to, reasonable attorney's fees, expert witness fees, and courts costs. If either party to this Agreement is required to initiate or defend litigation with a third party because of the violation of any term or provision of this Agreement by the other party, then the party so litigating shall be entitled to its reasonable attorney's fees and costs from the other party to this Agreement.



- 3.14 Force Majeure. The time period specified in this Agreement for performance of services shall be extended because of any delays due to unforeseeable causes beyond the control and without the fault or negligence of District or Consultant, including, but not restricted to, acts of God or of the public enemy, unusually severe weather, fires, earthquakes, floods, epidemics, quarantine restrictions, riots, strikes, freight embargoes, wars, litigation, and/or acts such delay notify the other party in writing of the causes of the delay. If Consultant is the delaying party, District shall ascertain the facts and the extent of delay, and extend the time for performing the services for the period of the enforced delay when and if in the judgment of District such delay is justified. District's determination shall be final and conclusive upon the parties to this Agreement. In no event shall Consultant be entitled to recover damages against District for any delay in the performance of this Agreement, however caused. Consultant's sole remedy shall be extension of this Agreement pursuant to this Section 3.14.
- 3.15 Non-Liability of District Officers and Employees. No officer, official, employee, agent, representative, or volunteer of District shall be personally liable to Consultant, or any successor in interest, in the event of any default or breach by District, or for any amount which may become due to Consultant or its successor, or for breach of any obligation of the terms of this Agreement.
- 3.16 Conflict of Interest. No officer, official, employee, agent, representative, or volunteer of District shall have any financial interest, direct or indirect, in this Agreement, or participate in any decision relating to this Agreement which affects his or her financial interest or the financial interest of any corporation, partnership, or association in which he or she is interested, in violation of any Federal, State, or District statute, ordinance, or regulation. The Consultant shall not employ any such person while this Agreement is in effect.

#### **MISCELLANEOUS PROVISIONS**

- 4.1 Records and Reports. Upon request by District, Consultant shall prepare and submit to District any reports concerning Consultant's performance of the services rendered under this Agreement. District shall have access upon reasonable notice, to the books and records of Consultant related to Consultant's performance of this Agreement in the event any audit is required. All drawings, documents, and other materials prepared by Consultant in the performance of this Agreement (i) shall be the property of District and shall be delivered at no cost to District upon request of District or upon the termination of this Agreement, and (ii) are confidential and shall not be made available to any individual or entity without prior written approval of District. Consultant shall keep and maintain all records and reports related to this Agreement for a period of four (4) years following termination of this Agreement, and District shall have access to such records in the event any audit is required.
- 4.2 Notices. Unless otherwise provided, all notices required to be delivered under this Agreement or under applicable law shall be personally delivered by United States mail, prepaid, certified, return receipt requested, or by reputable document delivery service that provides a receipt showing date and time of delivery. Notices personally delivered or delivered by a document delivery service shall be effective upon receipt. Notices delivered by mail shall be effective at 5:00 p.m. on the second calendar day following dispatch. Notices to the District shall be delivered to the following address, to the attention of the District Representative set forth in Paragraph D.1 of the Fundamental Terms of this Agreement.

To District: Lakeside Union School District  
Attn: Ty Bryson, Superintendent  
14535 Old River Road  
Bakersfield, CA 93309

Notices to Consultant shall be delivered to the address set forth below Consultant's signature in the Fundamental Terms of this Agreement, and to the attention of Consultant's Representative set forth in Paragraph D.2 of the Fundamental Terms of this Agreement. Changes in the address to be used for receipt of notices shall be effected in accordance with this Section 4.2.

- 4.3 Construction and Amendment. The terms of this Agreement shall be construed in accordance with the meaning of the language used and shall not be construed for or against either party by reason of the authorship of this Agreement or any other rule of construction which might otherwise apply. The headings of sections and paragraphs of this Agreement are for convenience or reference only, and shall not be construed to limit or extend the meaning of the terms, covenants and conditions of this Agreement. This Agreement may only be amended by the mutual consent of the parties by an instrument in writing.
- 4.4 Severability. Each provision of this Agreement shall be severable from the whole. If any provision of this Agreement shall be found contrary to law, the remainder of this Agreement shall continue in full force.
- 4.5 Authority. The person(s) executing this Agreement on behalf of the parties hereto warrant that (i) such party is duly organized and existing, (ii) they are duly authorized to execute and deliver this Agreement on behalf of said party, (iii) by so executing this Agreement, such party is formally bound to the provisions of this Agreement, and (iv) the entering into this Agreement does not violate any provision of any other Agreement to which said party is bound.
- 4.6 Special Provisions. Any additional or supplementary provisions or modifications or alterations of these General Provisions shall be set forth in "Special Provisions" of this Agreement.

#### **BUDGET/PRICE STRUCTURE**

As stated in Consultant's Proposal, not to exceed the lump sum of \$ 30,000.00.



## Student Teaching Affiliation Agreement Between GCU and Lakeside Union School District

1. **PARTIES:** This agreement is entered into on this 4th day of February by and between Grand Canyon University (GCU) and Lakeside Union School District located at 14535 Old River Rd, Bakersfield, CA 93311. Hereafter referred to as the "District."
2. **PURPOSE:** The purpose of this non-exclusive Agreement is to establish the terms and conditions under which students of GCU may participate in Student Teaching Internships, Practicum and Observations at the schools located in the District.
3. **TERM:** The term of this Agreement begins 2/4/22 and ends 6/30/25.
4. **COMPLIANCE WITH HANDBOOK AND POLICY:** GCU and GCU's participating students shall comply with all policies of the University and District. Students accepted to the District for clinical training shall be subject to all applicable policies and regulations of the District and GCU. Prior to assignment of students to the District, GCU will advise students of any specific requirements that must be met to participate in the clinical. These specific requirements are outlined in GCU's student teaching manual. Failure to complete the requirements will result in non-placement of students.
5. **COOPERATING TEACHERS:** The District shall provide qualified Cooperating Teachers to provide oversight, feedback and mentoring to GCU's participating students. Quality standards and service expectations for Cooperating Teachers are outlined in Exhibit A. GCU shall pay a \$500 stipend to Cooperating Teachers per each sixteen (16) week session of full-time service. Longer or shorter assignments will be assessed on a pro-rated basis. Compensation will not be provided for practicum courses. The stipends contemplated herein \_\_\_\_\_  
are to be paid directly to the Cooperating Teacher. Should stipends be a lesser amount than those of the district, the participating student shall pay the difference \_\_\_\_\_. Stipend will be paid upon the completion of the student teaching semester providing all paperwork has been submitted. The relationship between Cooperating Teachers and GCU shall be that of an independent contractor and shall not be deemed to be that of an employer-employee relationship, joint venture, or partnership. Cooperating Teachers shall be solely responsible for the payment of his/her own state and federal income tax and self-employment tax as applicable.
6. **CONFIDENTIALITY:** GCU shall inform each participating student of Federal law governing the confidentiality of District student information, including FERPA. The District shall inform each participating student of any applicable state law governing the confidentiality of student information. The District shall also inform each participating Cooperating Teacher that he/she is bound to maintain in confidence, any documents or other confidential information about GCU to which he/she might have access. Any breach of confidentiality by a participating Student or Cooperating Teacher shall be grounds for immediate termination of the clinical experience.
7. **INDEMNIFICATION AND HOLD HARMLESS:** Neither party shall be responsible for personal injury or property damage or other loss except that resulting from its own negligence or the negligence of its employees or others for whom the party is legally responsible. The District will provide participating students with immediate first aid for work-related injuries or illnesses, such as blood or body fluid exposure.
8. **ASSIGNMENT:** The provisions of this agreement shall insure to the benefit of, and shall be binding upon the successors of the parties hereto. Neither this agreement nor any of the rights or obligations here under may be transferred or assigned without prior written consent of the other party.
9. **NOTICES:** Notices under this agreement shall be mailed or delivered to the parties as follows:  

Grand Canyon University Dr. Meredith Critchfield Dean, College of Education Grand Canyon University 3300 W. Camelback Road Phoenix, Arizona 85017	Lakeside Union School District
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10. **MODIFICATION OF AGREEMENT:** This agreement may be modified only by written amendment executed by all parties.
11. **TERMINATION:** Either party, upon thirty (30) days written notice to the other party, may terminate this agreement.



12. **PARTNERSHIP/JOINT VENTURE/EMPLOYMENT:** Nothing herein shall in any way be construed or intended to create a partnership or joint venture between the parties or to create the relationship of principal and agent between or among any of the parties.
13. **NONDISCRIMINATION:** The parties shall comply with Title VI and VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, section 504 of the Rehabilitation Act of 1973, the Americans with Disability Act of 1990 and the regulations related thereto. The parties will not discriminate against any individual including but not limited to employees or applicants for employment and/or students because of race, religion, creed, color, sex, age, disability, veteran status or national origin. This section shall not apply to discrimination in employment on the basis of religion that is specifically exempt under the Civil Rights Act of 1964 (42 U.S.C. §2000 e).
14. **RESPONSIBILITIES OF GCU**
- A. To promptly and thoroughly investigate any complaint by any participating student of unlawful discrimination or harassment at the FIELDWORK SITE or involving employees or agents of the FIELDWORK SITE, to take prompt and effective remedial action when discrimination or harassment is found to have occurred and to promptly notify the District of the existence and outcome of any complaint of harassment by, against or involving any participating student.
- B. GCU agrees to comply with all federal, state and local statutes and regulations applicable to the operation of the Agreement, including without limitations, laws relating to the confidentiality of student records.
- C. GCU requires that all students who must enter a FIELDWORK SITE provide us with a current and clear copy of a background check. Students will be prohibited to move forward until this document is received.
- D. GCU will maintain in full force and effect, at its sole expense and written by carriers acceptable to District:
- i. Commercial General Liability (Minimum Requirements):
- Limits of Liability:
- \$1,000,000 Combined Single Limit  
\$2,000,000 General Aggregate  
\$1,000,000 Products Aggregate  
\$1,000,000 Personal Injury  
\$5,000 Medical Payments
- Coverage:
- Premises/Operation Liability  
Medical Payments Liability  
Contractual Liability  
Personal Injury Liability  
Independent Contractors
- ii. Professional Liability, as related to Educational Services
- Limits of Liability:
- \$1,000,000 each wrongful act  
\$1,000,000 aggregate
- iii. Certificates of Insurance:

In witness whereof, the parties hereto have caused this Agreement to be duly executed and delivered by their respective officials thereunto duly authorized as of the date first above written.

Grand Canyon University

By:   
(Signature)

Name: Dr. Meredith Critchfield

Title: Dean, College of Education

Date: 2/4/22

By: \_\_\_\_\_  
(Signature)

Name: \_\_\_\_\_  
(Please print or type)

Title: \_\_\_\_\_  
(Please print or type)

Date: \_\_\_\_\_