

LAKESIDE UNION SCHOOL DISTRICT
BOARD OF TRUSTEES
REGULAR MEETING
AGENDA

Lakeside School Auditorium
14535 Old River Road
Bakersfield, CA 93311

April 12, 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 March 8, 2022.
- B. Approve March Mid Month Payroll \$59,203.51, March End of Month Payroll \$685,607.45 and April Mid Month Payroll \$103,064.38.
- C. Approve B-Warrants #8 and #9.

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. DISCUSSION OR ACTION ITEMS

A. General Control

- (1) Report on Williams Settlement Complaints.
- (2) Discussion and Approval of Student Attendance Calendar for 2022-2023 School Year.

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

- (3) Approval of Donald E. Suburu School Single Plan for Student Achievement.

Moved_____Seconded_____Roll Call Vote:MB___AB___TJ___RR___DB___
Vote: Yes(Y) _____No(N) _____Abstained(A) _____Absent(AB) _____

- (4) Approval of Intern Program Agreement Between Lakeside Union School District and California State University, Bakersfield.

Moved_____Seconded_____Roll Call Vote:MB___AB___TJ___RR___DB___
Vote: Yes(Y) _____No(N) _____Abstained(A) _____Absent(AB) _____

- (5) Approval of Clinical Practice Agreement Between California State University, Bakersfield 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 of LAFETRA College of Education Fieldwork Agreement Between University Of LaVerne and Lakeside Union School District.

Moved_____Seconded_____Roll Call Vote:MB___AB___TJ___RR___DB___
Vote: Yes(Y) _____No(N) _____Abstained(A) _____Absent(AB) _____

- (7) Discussion and Approval of Vote for the CSBA Official 2022 Delegate Assembly Run-Off Ballot.

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 to Upgrade Student Internet Monitoring Program from NetSupport to GoGuardian.

Moved_____Seconded_____Roll Call Vote:MB___AB___TJ___RR___DB___
Vote: Yes(Y) _____No(N) _____Abstained(A) _____Absent(AB) _____

C. Personnel

- (1) Approval of Donation of One Hundred Thirty Four (134.0) Hours of Sick Leave To Certificated Employee #655 for Catastrophic Leave.

Moved_____Seconded_____Roll Call Vote:MB___AB___TJ___RR___DB___
Vote: Yes(Y) _____No(N) _____Abstained(A) _____Absent(AB) _____

- (2) Approval to Hire Nora Zavala-Gaspar, Utility Worker/Custodian at Suburu.

Moved_____Seconded_____Roll Call Vote:MB___AB___TJ___RR___DB___
Vote: Yes(Y) _____No(N) _____Abstained(A) _____Absent(AB) _____

- (3) Approval to Hire Claudia Guillen, Instructional Aide at Suburu.

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

- (4) Approval to Hire Kayla Johnson, Instructional Aide at Suburu.

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

- (5) Approval to Hire Kimberly Tempel-Brown, Instructional Aide at Lakeside.

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

- (6) Approval of Proposed Revised Salary Schedules for Supervisory/Confidential Positions.
Job Titles: MOT Director, Business Manager, Administrative Assistant, District Clerk.

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

- (7) Discussion and Approval of Amendment to Contract of Employment: District Superintendent. Modify Salary Schedule.

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

- (8) Hearing and Public Comment on the Lakeside/Suburu Teachers Association Initial Reopener Proposal to the Lakeside Union School District Regarding Collective Bargaining Negotiations for the 2022-2023 School Year.

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

- (9) Close Hearing and Public Comment.

- (10) Receipt and Public Notice of the Lakeside Union School Districts Initial Reopener Proposal to the Lakeside/Suburu Teachers Association for the 2022-2023 school year pursuant to Government Code section 3547. A public hearing regarding the proposal will be scheduled by the Board of Trustees for the next Board meeting.

- (11) Approval to Hire Amber Livingston on a Waiver for Speech/Language Pathologist At Suburu School.

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

- (12) Approval to Hire Brandy Saxon on a Waiver for Speech/Language Pathologist At Suburu School.

Moved_____Seconded_____Roll Call Vote:MB___AB___TJ___RR___DB___
Vote: Yes(Y) _____No(N) _____Abstained(A) _____Absent(AB) _____

- (13) Approval to Hire Kenny Gaddy on a Waiver for Physical Education Teacher (Middle Grades) at Lakeside School.

Moved_____Seconded_____Roll Call Vote:MB___AB___TJ___RR___DB___
Vote: Yes(Y) _____No(N) _____Abstained(A) _____Absent(AB) _____

- (14) Approval to Hire Breanna Saavedra as a School Psychologist at Lakeside School.

Moved_____Seconded_____Roll Call Vote:MB___AB___TJ___RR___DB___
Vote: Yes(Y) _____No(N) _____Abstained(A) _____Absent(AB) _____

5. REPORTS AND CORRESPONDENCE

- A. Enrollment Lakeside 685 Suburu 842 Total 1527
- B. CSEA
- C. CTA
- D. Correspondence
- 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

6. 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.*

7. ADVANCE PLANNING

- A. Future Meeting Dates

- (1) Regular Board Meeting – May 10, 2022 at 6:30 p.m. in the Lakeside School Auditorium.

8. 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
REGULAR BOARD MEETING
MINUTES

Lakeside School Auditorium
14535 Old River Road
Bakersfield, CA 93311

March 8, 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 6:30 p.m.
2. Presentation of POU Water Filters.
3. Presentation on Independent Study by Mr. Bailey.
4. Consent Calendar Approval of Consent Agenda. 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.
By this action the Board:
 - A. Approved minutes of Regular Meeting of February 8, 2022.
 - B. Approve minutes of Special Meeting of February 11, 2022.
 - C. Approved minutes of Special Meeting of February 15, 2022.
 - D. Approved minutes of Special Meeting of February 23, 2022.
 - E. Approved February End of Month Payroll.
 - F. Approved B-Warrants #7.
5. Hearing of Staff and/or Citizens None.
6. Closed Session. 6:58 pm
 - A. Liability Claim
Agency Claimed Against: Lakeside Union School District
Name of Claimant: Vivian Vasquez

- B. Conference with Labor Negotiators (G.C. 54957.6)
- Employee Organizations: LTA and CSEA
 - Labor Negotiators: Ty Bryson
7. Open Session 7:14 pm
8. Report of Closes Session The Board in closed session rejected a claim dated February 15, 2022 filed on behalf of Vivian Vasquez against the District for personal injury.
9. Discussion or Action Items
- A. General Control
- (1) Approval of Updated Dress Code. 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.
- B. Budget and Finance
- (1) Approval of Second Interim Report and Authorization to Make Budget Adjustments Required to Implement the Report. 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.
- (2) Approval of Agreement between KCSOS Division of Special Education and Kern County Consortium SELPA Participating Districts. 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.
- (3) Discussion and Possible Action of Bid Response for the Lakeside Network Electronics Project. Motion by Trustee D. Buoni to use AMS.Net, seconded by Trustee Jones. Approved - Trustee Buoni, Trustee Banducci, Trustee Jones, Trustee Robertson, Trustee D. Buoni. No – 0. Abstained – 0. Absent – 0.
- C. Personnel
- (1) Approval to hire Scytoria Williams-Wilson, Bus Driver/Utility. 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.
- (2) Approval to hire Sandra Medina, Bus Driver/Utility. 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.
- (3) Approval to hire Carolina Lomeli, Paraprofessional at Lakeside. 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.

- (4) Approval to hire Wendy Canelas, 3.75 hour Small Group Instruction Teacher at Suburu
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.
- (5) Approval to hire Jasmine Madrigal, 3.75 hour Small Group Instruction Teacher at Suburu. 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.
- (6) Approval of Certificated Employee to Receive Catastrophic Leave Credits from District Employees, Upon Written Request to the Board. 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.
- (7) Approval of Tentative Agreement Between the Lakeside Union School District and the California School Employees Association and its Lakeside/Old River Chapter 730. 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.
- (8) Receipt and Public Notice of the Lakeside/Suburu Teachers Association Initial Reopening Proposal to the Lakeside Union School District for the 2022-2023 school year pursuant to Government Code section 3547. A public hearing regarding the proposal will be scheduled by the Board of Trustees for the next Board meeting.
- (9) Approval of New Certificated Position, School Psychologist Intern. 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.

10. Reports and Correspondence

- A. Enrollment Lakeside 683 Suburu 844 Total 1527
- B. Correspondence – Each trustee received a new Brown Act Handbook.
- C. CSEA – None
- D. CTA – Mr. Andreotti sent a survey result to board trustees via email. He thanked the Board and Administration for all the hard work. Mr. Andreotti sent the Sunshine Proposal to get ahead and hopefully have the best opportunity for any new positions needing to be filled.
- E. Board Members Reports - None
- F. Superintendent Report – Mr. McGrath informed the board that he will be retiring at the end of the fiscal year. Mr. McGrath used one word for his time with the district “Gratitude”. Mr. McGrath is thankful for the opportunity he has had to work all the staff and students at LUSD and is very grateful for the “home” he has gained here. Mr. Bryson reported that effective 11:59 pm on Friday, March 11, 2022 masks will no longer be required, but are strongly recommended. There will be a public hearing on March 15, 2022 for the Trustee areas. There are new trailer bills being looked at and one

of them is regarding ADA and how it will be funded. They are trying to get school funding based on enrollment and not attendance. Vaccination topic is also still on the table and they are still pushing for it to be a requirement to start school. Teacher of the Year votes have been counted, the winner was Greg Romo. Classified Employee of the Year votes have been counted, the winner was Kami Logan.

11. Items Not on The Agenda

12. Advance Planning

A. Future Meeting Dates

- (1) Regular Board Meeting at Lakeside School Auditorium at 6:30 p.m. on April 12, 2022.

13. 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 7:34 p.m.

Secretary to the Board

APY250 L.00.06

KERN COUNTY SUPERINTENDENT OF SCHOOLS
COMMERCIAL WARRANT REGISTER
FOR WARRANTS DATED 02/25/2022

DISTRICT: 040 LAKE SIDE UNION SCHOOL DISTRICT
BATCH: 0008 PAYMENT
FUND : 01 GENERAL FUND

WARRANT	VENDOR/ADDR	REQ#	NAME (REMITT)	LN	FD-RESC-Y-OBJT	SO-GOAL-FUNC-STE-T2-TY3-TYP4	ABA NUM	ACCOUNT NUM	DESCRIPTION	AMOUNT
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90089705 000174/ IMAGE 2000

					01-7425-0-4300.00-1110-1000-000-00-000-0000				COPIER AND COPIER SUPPLIES	4,580.10
					01-7425-0-6400.00-1110-1000-000-00-000-0000				COPIER AND COPIER SUPPLIES	13,014.90
									WARRANT TOTAL	\$17,595.00

*** FUND	TOTALS ***	TOTAL NUMBER OF CHECKS:	0	TOTAL AMOUNT OF CHECKS:	\$.00*
		TOTAL ACH GENERATED:	0	TOTAL AMOUNT OF ACH:	\$.00*
		TOTAL EFT GENERATED:	1	TOTAL AMOUNT OF EFT:	\$17,595.00*
		TOTAL PAYMENTS:	1	TOTAL AMOUNT:	\$17,595.00*

*** BATCH TOTALS ***		TOTAL NUMBER OF CHECKS:	0	TOTAL AMOUNT OF CHECKS:	\$.00*
		TOTAL ACH GENERATED:	0	TOTAL AMOUNT OF ACH:	\$.00*
		TOTAL EFT GENERATED:	1	TOTAL AMOUNT OF EFT:	\$17,595.00*
		TOTAL PAYMENTS:	1	TOTAL AMOUNT:	\$17,595.00*

*** DISTRICT TOTALS ***		TOTAL NUMBER OF CHECKS:	0	TOTAL AMOUNT OF CHECKS:	\$.00*
		TOTAL ACH GENERATED:	0	TOTAL AMOUNT OF ACH:	\$.00*
		TOTAL EFT GENERATED:	1	TOTAL AMOUNT OF EFT:	\$17,595.00*
		TOTAL PAYMENTS:	1	TOTAL AMOUNT:	\$17,595.00*

APY250 L.00.06

KERN COUNTY SUPERINTENDENT OF SCHOOLS
COMMERCIAL WARRANT REGISTER

04/01/22 PAGE

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DISTRICT: 040 LAKESIDE UNION SCHOOL DISTRICT
BATCH: 0009 PAYMENTS
FUND : 01 GENERAL FUND

FOR WARRANTS DATED 04/01/2022

WARRANT	VENDOR/ADDR	REQ#	NAME (REMIT)	REFERENCE	LN	FD-RESC-Y	OBJT	SO-GOAL	FUNC	STE	T2	TY3	TYP4	ABA	NUM	ACCOUNT	NUM	DESCRIPTION	AMOUNT
44810618	000381/		CHAMPION HARDWARE																\$3,060.62
			PV-220161			01-8150-0-5800.00-0000-8100-002-00-000-0000												MAINT SUPPLIES	299.18
																		WARRANT TOTAL	\$299.18
90091112	002205/		CINTAS CORPORATION																99 EFT
			PV-220164			01-7422-0-4300.00-0000-8100-000-00-000-0000												MAINT SUPPLIES	1,947.60
																		WARRANT TOTAL	\$1,947.60
44810619	000385/		CITY OF BAKERSFIELD																
			PV-220163			01-0000-0-5500.00-0000-8100-000-00-000-0000												CUST#17928/70327	2,293.96
																		WARRANT TOTAL	\$2,293.96
44810620	002357/		CPI																
			PV-220165			01-6500-0-5800.00-5770-7200-000-00-000-0000												CUST# 1562213	150.00
																		WARRANT TOTAL	\$150.00
44810621	000701/		CURRICULUM ASSOCIATES																
			220040			1. 01-7422-0-5200.00-0000-3120-000-00-000-0000												WEB	500.00
																		WARRANT TOTAL	\$500.00
90091113	800846/		Central Janitors Supply Co																
			PV-220160			01-7422-0-4300.00-0000-8100-000-00-000-0000												CUST# 160175	10,822.55
																		WARRANT TOTAL	\$10,822.55
44810622	102726/		DARRELL HOWARD																
			PV-220167			01-7425-0-5200.00-0000-3600-000-00-000-0000												MILEAGE	147.42
																		WARRANT TOTAL	\$147.42
44810623	000307/		DEPARTMENT OF JUSTICE																
			PV-220169			01-7422-0-5800.00-0000-7200-000-00-000-0000												FINGERPRINTS	750.00
																		WARRANT TOTAL	\$750.00
44810624	002478/		DOCUSIGN																
			PV-220168			01-3213-0-5800.00-0000-2700-000-00-000-0000												E-SIGNATURE PROGRAMS	4,693.48
																		WARRANT TOTAL	\$4,693.48

DISTRICT: 040 LAKESIDE UNION SCHOOL DISTRICT

COMMERCIAL WARRANT REGISTER
FOR WARRANTS DATED 04/01/2022

BATCH: 0009 PAYMENTS
FUND : 01 GENERAL FUND

WARRANT	VENDOR/ADDR	REQ#	NAME (REMIT)	FD-RESC-Y-OBJT	SO-GOAL-FUNC	STE-T2-TY3-TYP4	ABA NUM	ACCOUNT NUM	DESCRIPTION	AMOUNT
44810625	002477/		DONALD & GLENN ENTERTAINMENT							
			PV-220166	01-0000-0-5800	00-1110-1000-002-00-000-0000				DJ-PBIS REWARD	300.00
									WARRANT TOTAL	\$300.00
90091114	001083/		EDUCATIONAL TESTING SERVICE	99 EFT						
			PV-220171	01-4203-0-4300	00-1110-1000-001-00-000-0000				VIDEOS	161.00
									WARRANT TOTAL	\$161.00
44810626	002471/		EMCOR SERVICES							
			PV-220170	01-7422-0-5800	00-0000-8100-000-00-000-0000				REPLACE AC UNIT	11,474.00
									WARRANT TOTAL	\$11,474.00
90091115	001178/		INC EWING IRRIGATION PRODUCTS	99 EFT						
			PV-220172	01-8150-0-4300	00-0000-8100-002-00-000-0000				MAINT	1,459.70
									WARRANT TOTAL	\$1,459.70
44810627	002209/		FASTENAL							
			PV-220179	01-3212-0-4300	00-1110-1000-000-00-000-0000				MAINT	221.80
			PV-220212	01-3212-0-4300	00-1110-1000-000-00-000-0000				CABA237644	0.93
									WARRANT TOTAL	\$222.73
44810628	001302/		FEDEX							
			PV-220178	01-7422-0-5900	00-0000-7200-000-00-000-0000				POSTAGE	3.45
									WARRANT TOTAL	\$3.45
44810629	001026/		FERGUSON ENTERPRISES							
			PV-220177	01-8150-0-4300	00-0000-8100-002-00-000-0000				MAINT	16.94
									WARRANT TOTAL	\$16.94
44810630	002440/		FRANCISCO ZAMORA							
			PV-220176	01-6500-0-5200	00-5770-1110-002-00-000-0000				MILEAGE	134.55
									WARRANT TOTAL	\$134.55
44810631	001238/		GALVAN TIRE SERVICE							
			PV-220184	01-0000-0-5600	00-0000-3600-000-00-000-0000				REPAIR	150.00
									WARRANT TOTAL	\$150.00

APY250 L.00.06

KERN COUNTY SUPERINTENDENT OF SCHOOLS

04/01/22 PAGE

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DISTRICT: 040 LAKE SIDE UNION SCHOOL DISTRICT

COMMERCIAL WARRANT REGISTER
FOR WARRANTS DATED 04/01/2022

BATCH: 0009 PAYMENTS

FUND : 01 GENERAL FUND

WARRANT	VENDOR/ADDR	NAME (REMIT)	DEPOSIT TYPE	ABA NUM	ACCOUNT NUM	AMOUNT
	REQ#	REFERENCE LN	FD-RESC-Y-OBUT.	SO-GOAL-FUNC-STE-T2-TY3-TYP4	DESCRIPTION	
44810632	001073/	GOLDEN EMPIRE TOWING				
		PV-220183	01-0000-0-5600.00-0000-3600-000-00-000-00000		TOWING	750.00
		PV-220236	01-0000-0-5600.00-0000-3600-000-00-000-00000		484590	250.00
					WARRANT TOTAL	\$1,000.00
90091116	000515/	GOPHER SPORT				
		PV-220181	01-3212-0-4300.00-1110-1000-000-00-000-00000		SUPPLIES	239.65
					WARRANT TOTAL	\$239.65
44810633	001038/	GORDON SERVICES				
		PV-220180	01-3212-0-5800.00-1110-1000-000-00-000-00000		CROSSING GUARD	5,719.40
					WARRANT TOTAL	\$5,719.40
44810634	002042/	GOVERNMENT FINANCIAL				
		PV-220182	01-0000-0-5800.00-0000-7100-000-00-000-00000		PRO FEES	2,820.21
					WARRANT TOTAL	\$2,820.21
44810635	002203/	HARRIS SCHOOL SOLUTIONS				
		PV-220187	01-7425-0-5800.00-0000-3700-000-00-000-00000		LUNCH FEES	17.50
					WARRANT TOTAL	\$17.50
44810636	002422/	HEATHER SARTI				
		PV-220186	01-0000-0-5200.00-1110-2100-001-00-000-00000		MILEAGE	51.36
					WARRANT TOTAL	\$51.36
44810637	002472/	HUNSAKER BROTHERS				
		PV-220185	01-3212-0-4300.00-1110-1000-000-00-000-00000		REWARDS IN LCAP	640.00
					WARRANT TOTAL	\$640.00
90091117	000174/	IMAGE 2000				
		PV-220189	01-7425-0-4300.00-1110-1000-000-00-000-00000		504947	786.98
					WARRANT TOTAL	\$786.98
44810638	001045/	INFINITY COMMUNICATIONS				
		PV-220190	01-0000-0-5800.00-0000-7200-000-00-000-00000		E-RATE PROJECTS	10,508.80
					WARRANT TOTAL	\$10,508.80

DISTRICT: 040 LAKEVIEW UNION SCHOOL DISTRICT
BATCH: 0009 PAYMENTS
FUND : 01 GENERAL FUND

WARRANT	VENDOR/ADDR	NAME (REMIT)	DEPOSIT TYPE	ABA NUM	ACCOUNT NUM	AMOUNT
RECH#	REFERENCE	LN	FD-RESC-Y-OBJT, SO-GOAL-FUNC-STE-T2-TY3-TYP4	DESCRIPTION		
44810639	002476/	ISAAC MEZA				
		PV-220198	01-7425-0-5200.00-0000-3600-000-00-000-0000	MILEAGE		151.63
			WARRANT TOTAL			\$151.63
44810640	000094/	KERN COUNTY SUPT OF SCHOOLS				
		PV-220213	01-0000-0-5200.00-0000-8100-000-00-000-0000	WORKSHOP, TRANS, HOT SPOT, ETC		30.00
			01-4203-0-5200.00-1110-2100-001-00-000-0000	WORKSHOP, TRANS, HOT SPOT, ETC		740.00
			01-7425-0-5200.00-0000-2700-000-00-000-0000	WORKSHOP, TRANS, HOT SPOT, ETC		1,235.00
			01-7425-0-5200.00-0000-3110-000-00-000-0000	WORKSHOP, TRANS, HOT SPOT, ETC		800.00
			01-7425-0-5800.00-0000-3600-000-00-000-0000	WORKSHOP, TRANS, HOT SPOT, ETC		3,978.25
			01-7425-0-5800.00-1110-1000-000-00-000-0000	WORKSHOP, TRANS, HOT SPOT, ETC		48,617.33
			01-7426-0-5200.00-1110-1000-000-00-000-0000	WORKSHOP, TRANS, HOT SPOT, ETC		900.00
		PV-220226	01-7425-0-5800.00-0000-3600-000-00-000-0000	WORKSHOP, TRANS, HOT SPOT, ETC		477.00
			WARRANT TOTAL			\$56,777.58
44810641	002382/	KERN RIVER POWER EQUIPMENT				
		PV-220192	01-8150-0-5800.00-0000-8100-001-00-000-0000			127.73
			WARRANT TOTAL			\$127.73
44810642	002021/	KOPPEL & GRUBER				
		PV-220191	01-0000-0-5800.00-0000-7200-000-00-000-0000			3,160.00
			WARRANT TOTAL			\$3,160.00
90091118	800007/	LINCOLN AQUATICS				
			99 EFT			
		PV-220235	01-0000-0-4300.00-0000-8100-001-00-000-0000	ACCT# 947996		637.05
			WARRANT TOTAL			\$637.05
44810643	001990/	LINGER PETERSON SHRUM & CO.				
		PV-220194	01-0000-0-5800.00-0000-7100-000-00-000-0000	AUDITOR		15,500.00
			WARRANT TOTAL			\$15,500.00
44810644	002419/	LLC LITERACY RESOURCES				
		220009	PO-220009 1. 01-7425-0-4200.00-1110-1000-000-00-000-0000	K-5 LITERACY RESOURCES		399.94

DISTRICT: 040 LAKEVIEW UNION SCHOOL DISTRICT
 BATCH: 0009 PAYMENTS
 FUND : 01 GENERAL FUND

COMMERCIAL WARRANT REGISTER
 FOR WARRANTS DATED 04/01/2022

WARRANT	VENDOR/ADDR	NAME (REMIT)	LN	FD-RESC-Y-OBJT.	SO-GOAL-FUNC-STE-T2-TY3-TYP4	ABA NUM	ACCOUNT NUM	DESCRIPTION	AMOUNT
	220017	PO-220017	1.	01-7425-0-4300.	00-1110-1000-000-000-0000			CIRRICULUM SUPPORT	279.93
	220025	PO-220025	1.	01-1100-0-4300.	00-1110-1000-002-00-000-0000			1ST GRADE PROGRAM	199.95
44810645	002031/	INC LOGMEIN COMMUNICATIONS						WARRANT TOTAL	\$879.82
	PV-220196			01-0000-0-5900.	00-0000-7200-000-000-000-0000			PHONE LINES	23,785.72
44810646	000660/	M&S SECURITY SERVICES						WARRANT TOTAL	\$23,785.72
	PV-220199			01-0000-0-5800.	00-0000-8100-001-00-000-0000			ALARM MONITOR	2,319.88
44810647	000115/	MCMOR CHLORINATION						WARRANT TOTAL	\$2,319.88
	PV-220197			01-8150-0-5800.	00-0000-8100-001-00-000-0000			WATER TREATMENT	2,277.85
44810648	002127/	MJP COMPUTERS						WARRANT TOTAL	\$2,277.85
	PV-220214			01-7425-0-4300.	00-1110-1000-000-00-000-0000			COMPUTERS, PROJECTORS, INTER.	18,256.57
				01-7425-0-5800.	00-1110-1000-000-00-000-0000			COMPUTERS, PROJECTORS, INTER.	2,586.57
90091119	000462/	MCGRAW HILL INC. (LA)						WARRANT TOTAL	\$20,843.14
	220027			01-1100-0-4100.	00-1110-1000-002-00-000-0000			MATH BOOKS	139.25
44810649	800936/	NASCO						WARRANT TOTAL	\$139.25
	220010			01-3212-0-4300.	00-1110-1000-000-00-000-0000			MICROSCOPES	7,086.81
44810650	001840/	NICK RAIL MUSIC						WARRANT TOTAL	\$7,086.81
	220022			01-7425-0-4300.	00-1110-1000-000-08-000-0000			BAND MUSIC	310.22
44810651	002473/	NIELSEN MERKSAMER						WARRANT TOTAL	\$310.22
	PV-220200			01-0000-0-5800.	00-0000-7200-000-00-000-0000			215558 AND 216056	8,965.50
								WARRANT TOTAL	\$8,965.50

DISTRICT: 040 LAKE SIDE UNION SCHOOL DISTRICT

COMMERCIAL WARRANT REGISTER
FOR WARRANTS DATED 04/01/2022BATCH: 0009 PAYMENTS
FUND : 01 GENERAL FUND

WARRANT	VENDOR/ADDR	REQ#	NAME (REMIT)	REFERENCE LN	FD-RESC-Y-OBJT	SO-GOAL-FUNC	STE-T2	TY3	AB	NUM	ACCOUNT	NUM	DESCRIPTION	AMOUNT
44810652	002479/		NIMCO											
			PV-220201		01-7425-0-4300	.00-1110-1000-000-000-0000							SUPPLIES	1,789.17
													WARRANT TOTAL	\$1,789.17
90091120	001841/		INC. O'REILLY AUTOMOTIVE										99 EFT	
			PV-220203		01-8150-0-4300	.00-0000-8100-002-00-000-0000							CUST # 319632	305.71
													WARRANT TOTAL	\$305.71
44810653	001324/		ONE STOP SMOG											
			PV-220202		01-0000-0-5600	.00-0000-3600-001-00-000-0000							125072, 125078, 125199	179.85
													WARRANT TOTAL	\$179.85
44810654	000061/		P G & E											
			PV-220205		01-0000-0-5500	.00-0000-8100-001-00-000-0000							PGE	28,336.66
													PGE	36,920.04
													WARRANT TOTAL	\$65,256.70
44810655	000772/		PANAMA-BUENA VISTA SCH DIST											
			PV-220206		01-7425-0-5800	.00-1110-1000-000-000-0000							220025	56,564.12
													WARRANT TOTAL	\$56,564.12
90091121	001868/		PEARSON CLINICAL ASSESSEMENT										99 EFT	
			PV-220210		01-7425-0-4300	.00-1110-1000-000-000-0000							12241977	5,408.53
													WARRANT TOTAL	\$5,408.53
44810656	002169/		PEST BUSTER											
			PV-220204		01-7422-0-5500	.00-0000-8100-000-000-0000							13076	800.00
													WARRANT TOTAL	\$800.00
44810657	000164/		PITNEY BOWES GLOBAL FINANCIAL											
			PV-220207		01-7422-0-5900	.00-0000-7200-000-000-0000							3105291322	312.93
													WARRANT TOTAL	\$312.93
44810658	002160/		PLC HEATING & AIR											
			PV-220215		01-7425-0-5800	.00-0000-8100-000-000-0000							HVAC	14,658.58
													WARRANT TOTAL	\$14,658.58

APY250 L.00.06

KERN COUNTY SUPERINTENDENT OF SCHOOLS
COMMERCIAL WARRANT REGISTER
FOR WARRANTS DATED 04/01/2022

DISTRICT: 040 LAKE SIDE UNION SCHOOL DISTRICT
BATCH: 0009 PAYMENTS
FUND : 01 GENERAL FUND

WARRANT	VENDOR/ADDR	NAME (REMIT)	REQ#	REFERENCE	LN	FD-RESC-Y-OBJT.	SO-GOAL-FUNC-STE-T2-TY3-TYP4	ABA	NUM	ACCOUNT	NUM	DESCRIPTION	AMOUNT
90091122	002186/	PLUMBING DOC						99	EFT				
		PV-220209				01-8150-0-5800.00-0000-8100-002-00-000-0000						35394	127.50
												WARRANT TOTAL	\$127.50
44810659	000463/	PURCHASE POWER											
		PV-220208				01-7422-0-5900.00-0000-7200-000-00-000-0000						8000-9000-0104-7665	1,284.98
													\$1,284.98
90091123	002217/	RAPTOR TECHNOLOGIES						99	EFT				
		220030				1. 01-7425-0-4300.00-0000-2700-000-00-000-0000						SCANNER	1,071.68
													\$1,071.68
90091124	000191/	RAYMOND'S TROPHY & AWARD						99	EFT				
		PV-220217				01-0000-0-4300.00-1110-1000-000-00-000-0000						SUPPLIES	15.45
													\$15.45
90091125	002199/	READY REFRESH BY NESTLE						99	EFT				
		PV-220216				01-3220-0-4300.00-0000-2700-000-00-000-0000						WATER	213.15
													\$213.15
44810660	002372/	RIVERSIDE INSIGHTS											
		220039				1. 01-6500-0-4300.00-5770-1120-001-00-000-0000						SPECIAL ED TESTING	268.05
		220039				2. 01-6500-0-4300.00-5770-1120-002-00-000-0000						SPECIAL ED TESTING	268.05
													\$536.10
44810661	002325/	RS ELECTRIC											
		PV-220218				01-3212-0-5800.00-1110-1000-000-00-000-0000						2021-102 & 2021-903	1,110.00
													\$1,110.00
44810662	002354/	SAGE PUBLISHING											
		PV-220227				01-0000-0-4300.00-1110-1000-000-00-000-0000						335704KI	112.70
													\$112.70
44810663	002252/	SARAH BELL FRANK											
		PV-220225				01-0000-0-4300.00-1110-1000-000-00-000-0000						REIMB SUPPLIES	244.45
													\$244.45
												WARRANT TOTAL	\$244.45

APY250 L.00.06

KERN COUNTY SUPERINTENDENT OF SCHOOLS
COMMERCE, WABPANT DISTRICT

04/01/22 PAGE

DISTRICT: 040 LAKESIDE UNION SCHOOL DISTRICT
BATCH: 0009 PAYMENTS

COMMERCIAL WARRANT REGISTER
FOR WARRANTS DATED 04/01/2022

FUND	:	01	GENERAL FUND
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WARRANT	VENDOR/ADDR	NAME (REMIT)	DEPOSIT TYPE	ABA NUM	ACCOUNT NUM

ACCOUNT	LN	DESCRIPTION	AMOUNT
FD-NE5C-1-050.1	50	GOAL-FUNC-SIE-12-1Y3-1YP4	

44810664 000118/ SC COMMUNICATIONS

PV-220223	01-7422-0-5900.00-0000-7200-000-00-000-0000	51288/51206/51120
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WAINZANI TOTAL	\$13,104.00
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44810665 000225/ SCHOLASTIC INC

PV-220221
 01-6300-0-4300.00-1110-1000-001-00-000-0000
 WARRANT TOTAL:
 M7198060/M7194877/M7151136

WAKKAN I TOTAL	\$6667.60
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90091126 000731/ SCHOOL NURSE SUPPLY INC. 99 EFT

THE 66

420020	FO-220020	1. 01-0000-0-4300.00-1110-1000-002-00-000-0000	VISION SCREENING
		WARRANT TOTAL.	

MANUFACT TOTAL \$37.41

44810666 002467/ SIERRA KAISER

PV-220193 01-0000-0-5200.00-1110-2100-001-00-000-0000

	0	00	000	0000	MILLENO
WARRANT TOTAL					

44810667 001628/ SISC III

PV-220219 01-7425-0-5800.00-0000-3140-000-00-000-0000 COVID TESTING

WARRANT TOTAL	000	0000
COV LD	115.00	
TESTING	4715	
	00	

44810668 000155/ SMART & FINAL

[illegible][illegible]

44810669 000564/ SPURR

PV-220222	01-7422-0-5500,00-0000-8100-000-00-000-0000	121259
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20,014.95	WARRANT TOTAL
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44810670 002437/ STAPLES

PV-220220	01-3212-0-4300.00-1110-1000-000-00-000-0000	LA 1064694
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	1	100.00
WARRANT TOTAL	6	600.00
	7	700.00
	8	800.00
	9	900.00
	10	1000.00
	11	1100.00
	12	1200.00
	13	1300.00
	14	1400.00
	15	1500.00
	16	1600.00
	17	1700.00
	18	1800.00
	19	1900.00
	20	2000.00
	21	2100.00
	22	2200.00
	23	2300.00
	24	2400.00
	25	2500.00
	26	2600.00
	27	2700.00
	28	2800.00
	29	2900.00
	30	3000.00
	31	3100.00
	32	3200.00
	33	3300.00
	34	3400.00
	35	3500.00
	36	3600.00
	37	3700.00
	38	3800.00
	39	3900.00
	40	4000.00
	41	4100.00
	42	4200.00
	43	4300.00
	44	4400.00
	45	4500.00
	46	4600.00
	47	4700.00
	48	4800.00
	49	4900.00
	50	5000.00
	51	5100.00
	52	5200.00
	53	5300.00
	54	5400.00
	55	5500.00
	56	5600.00
	57	5700.00
	58	5800.00
	59	5900.00
	60	6000.00
	61	6100.00
	62	6200.00
	63	6300.00
	64	6400.00
	65	6500.00
	66	6600.00
	67	6700.00
	68	6800.00
	69	6900.00
	70	7000.00
	71	7100.00
	72	7200.00
	73	7300.00
	74	7400.00
	75	7500.00
	76	7600.00
	77	7700.00
	78	7800.00
	79	7900.00
	80	8000.00
	81	8100.00
	82	8200.00
	83	8300.00
	84	8400.00
	85	8500.00
	86	8600.00
	87	8700.00
	88	8800.00
	89	8900.00
	90	9000.00
	91	9100.00
	92	9200.00
	93	9300.00
	94	9400.00
	95	9500.00
	96	9600.00
	97	9700.00
	98	9800.00
	99	9900.00
	100	10000.00
	101	10100.00
	102	10200.00
	103	10300.00
	104	10400.00
	105	10500.00
	106	10600.00
	107	10700.00
	108	10800.00
	109	10900.00
	110	11000.00
	111	11100.00
	112	11200.00
	113	11300.00
	114	11400.00
	115	11500.00
	116	11600.00
	117	11700.00
	118	11800.00
	119	11900.00
	120	12000.00
	121	12100.00
	122	12200.00
	123	12300.00
	124	12400.00
	125	12500.00
	126	12600.00
	127	12700.00
	128	12800.00
	129	12900.00
	130	13000.00
	131	13100.00
	132	13200.00
	133	13300.00
	134	13400.00
	135	13500.00
	136	13600.00
	137	13700.00
	138	13800.00
	139	13900.00
	140	14000.00
	141	14100.00
	142	14200.00
	143	14300.00
	144	14400.00
	145	14500.00
	146	14600.00
	147	14700.00

44810671 002461/ STUDIES WEEKLY

220019	PO-220019	1. 01-1100-0-4100.00-1110-1000-001-00-000-00000	HISTORY CTRB	33	793	24
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220019	2. 01-1100-0-4100. 00-1110-1 000-002-00-000-0000	ИТСОВЫ СТРД	33
			763
			34

[illegible]

APY250 L.00.06

KERN COUNTY SUPERINTENDENT OF SCHOOLS
COMMERCIAL WABPANT REGISTER

04/01/22 PAGE 10

DISTRICT: 040 LAKESIDE UNION SCHOOL DISTRICT
BATCH: 0009 PAYMENTS

COMMERCIAL WARRANT REGISTER
FOR WARRANTS DATED 04/01/2022

FUND	:	01	GENERAL FUND
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WARRANT	VENDOR/ADDR	NAME (REMITT)	DEPOSIT TYPE	ABA NIM	ACCOUNT NIM
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REQ#	REFERENCE	LN	PD	RESC	Y	OBJT	SO	GOAL	FUNC	STE	T2	TY3	TY4	DESCRIPTION	AMOUNT
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90091.127 000730/ SUPER DUPER PUBLICATIONS 99 EFT

220032	PO-220032	1. 01-3210-0-4300.00-1110-1000-000-00-000-0000	SPEECH	443	83
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44810672 002071/ SWRCB ACCOUNTING OFFICE

PV-220239	01-8150-0-5500.00-0000-8100-000-000-0000	SM-1034022	2,446.40
	WARRANT TOTAL		\$2,446.40

44810673	001326/	TAFT CITY SCHOOL DISTRICT
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EV-220230	01-3213-0-5800,00-0000-3700-000-000-0000	BREAKFAST AND LUNCHES	295,815.41
	WARRANT TOTAL		\$295,815.41

44810674	002463/	TARA CARR
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PV-220175	01-0000-0-4300, 00-0000-2700-002-00-000-00000	RETRM FOR SUPPLIES	351 76
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WARRANT TOTAL \$351.76

44810675	002407/	TERRIO
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PV-220229	01-0000-0-5800.00-0000-7200-000-00-000-0000	SPECIAL ED THERAPY	420.00
	WARRANT TOTAL		\$420.00

99 EFT THE BAKERSFIELD CALIFORNIAN 000011/ 990091128

PV-220159	01-0000-0-5800, 00-0000-7200-000-00-000-0000	TEAGAT, AD	010 00
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WARRANT TOTAL \$818.80

448106/6 002430/ TILE SAVERS

PV-220228	01-0000-0-4300	00-0000-8100	000-00-000-0000	38603/38604	420.68
	WARD	WARD	WARD		

44810677	002101 /	5420.68
IT 3	DANIZ FOTTEMEIN ETANACIA	

	COPIER LEASE	\$4,025.20
WARRANT TOTAL		\$4,025.20

44810678 002236/
VALERIE HUDSON

PV-220234	01-0000-0-4300, 00-1110-1000-000-00-000-0000	REIMB SUPPLIES	34 00
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WARRANT TOTAL \$34.80

44810679 000454/ VERIZON WIRELESS

PV-220233	01-0000-0-5500.00-0000-81.00-001-00-000-0000	CELL PHONE	1,443.20
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APY250 L.00.06

KERN COUNTY SUPERINTENDENT OF SCHOOLS

04/01/22 PAGE 11

DISTRICT: 040 LAKE SIDE UNION SCHOOL DISTRICT

COMMERCIAL WARRANT REGISTER
FOR WARRANTS DATED 04/01/2022

BATCH: 0009 PAYMENTS

FUND : 01 GENERAL FUND

WARRANT	VENDOR/ADDR	NAME (REMITT)	REQ#	REFERENCE	IN	PD-RESC-Y-OBJT	SO-GOAL-FUNC-STE-T2-TY3-TYP4	DEPOSIT TYPE	ABA	NUM	ACCOUNT	NUM	DESCRIPTION	AMOUNT
90091129	002193/	VERNON C. SORENSON MD		PV-220232	01-0000-0-5800	00-0000-8100-001-00-000-0000	99 EFT	WARRANT TOTAL			CEL PHONES			2,175.08 \$3,618.28
44810680	001998/	WELLS FARGO FINANCIAL LEASING		PV-220241	01-7425-0-5600	00-0000-2700-000-00-000-0000		WARRANT TOTAL					150.00 \$150.00	
44810681	002480/	WELLS FARGO VENDOR FINANCIAL		PV-220242	01-7425-0-5600	00-0000-2700-000-00-000-0000		WARRANT TOTAL					941.78 \$941.78	
44810682	002356/	WEX BANK		PV-220238	01-0000-0-4300	00-0000-8100-000-00-000-0000		WARRANT TOTAL					3,062.66 \$3,062.66	
90091130	000270/	WHOLESALE FUELS INC.		PV-220240	01-0000-0-4300	00-0000-3600-000-00-000-0000	99 EFT	WARRANT TOTAL			ACCOUNT# 45453		12,380.47 \$12,380.47	
44810683	002457/	WILSON LANGUAGE TRAINING CORP		220003	1. 01-7425-0-4200	00-1110-1000-000-00-000-0000		WARRANT TOTAL			LCAP		11,277.33 \$11,277.33	
44810684	002462/	WOODWIND AND BRASSWIND		220018	1. 01-7425-0-4300	00-1110-1000-000-08-000-0000		WARRANT TOTAL			MUSIC		698.21 \$698.21	
44810685	002370/	WPS		220021	1. 01-3212-0-4300	00-1110-1000-000-00-000-0000		WARRANT TOTAL			TESTING MATERIALS		3,130.38 \$3,130.38	
44810686	002475/	XTRA MATH		220043	1. 01-7425-0-4200	00-1110-1000-000-00-000-0000		WARRANT TOTAL			MATH PROGRAM		500.00	

Quarterly Report on Williams Uniform Complaints
[Education Code § 35186]

District: Lakeside Union School District

Person completing this form: Kimberly Scogin

Title: Business Manager

Quarterly Report Submission Date:
(check one)

- ☐ Oct 1, 2021 (for period Jul 1 – Sep 30)
☐ Jan 1, 2022 (for period Oct – Dec 31)
☒ April 1, 2022 (for period Jan 1 – Mar 31)
☐ July 1, 2022 (for period Apr 1 – Jun 30)

Date for information to be reported publicly at governing board meeting: April 12, 2022

Please check the box that applies:

- ☒ No complaints were filed with any school in the district during the quarter indicated above
- ☐ Complaints were filed with schools in the district during the quarter indicated above. The following chart summarizes the nature and resolution of these complaints.

General Subject Area	Total # of Complaints	# Resolved	# Unresolved
Textbooks and Instructional Materials	-0-		
Teacher Vacancy or Mis-assignment	-0-		
Facilities Conditions	-0-		
TOTALS	-0-		

Ty Bryson

Print Name of District Superintendent

Signature of District Superintendent

LAKE SIDE UNION SCHOOL DISTRICT
2022-2023 Student Attendance Calendar

Approved TBA

3/21/2022

Sch. Days	School Month	M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F
Aug.	Aug.						1	2	3	4	5	8	9	10	11	12	15	16	17	18	19
21	Aug./Sept.	22	23	24	25	26	29	30	31	Sep-1	2	5	6	7	8	9	12	13	14	15	16
20	Sept./Oct.	19	20	21	22	23	26	27	28	29	30	Oct-3	4	5	6	7	10	11	12	13	14
19	Oct./Nov.	17	18	19	20	21	24	25	26	27	28	31	Nov-1	2	3	4	7	8	9	10	11
15	Nov./Dec.	14	15	16	17	18	21	22	23	24	25	28	29	30	Dec-1	2	5	6	7	8	9
10	Dec./Jan.	12	13	14	15	16	19	20	21	22	23	26	27	28	29	30	Jan-2	3	4	5	6
19	Jan./Feb.	9	10	11	12	13	16	17	18	19	20	23	24	25	26	27	30	31	Feb-1	2	3
18	Feb./Mar.	6	7	8	9	10	13	14	15	16	17	20	21	22	23	24	27	28	Mar-1	2	3
20	Mar./April	6	7	8	9	10	13	14	15	16	17	20	21	22	23	24	27	28	29	30	31
14	April	Apr-3	4	5	6	7	10	11	12	13	14	17	18	19	20	21	24	25	26	27	28
20	May	May-1	2	3	4	5	8	9	10	11	12	15	16	17	18	19	22	23	24	25	26
4	May/June	29	30	31	Jun-1	2	5	6	7	8	9						22	23	24	25	26
		H				M															
Aug. 4 School Offices Open																					
Aug. 11-12 New Staff Meeting Days																					
Aug. 15-17 All Staff Meeting Days																					
Aug. 18 First Day of School																					
Aug. 25 Lakeside Back to School Night																					
Sept. 1 Suburu Back to School Night																					
Sept. 5 Labor Day																					
Oct. 24-28 District Parent Conf.																					
Nov. 11 Veterans' Day																					
Nov. 21-25 Thanksgiving Holiday																					
Dec. 26-Jan. 6 Winter Break																					
Jan. 16 Dr. Martin L. King, Jr. Day Observed																					
Feb. 13 Lincoln's Birthday Observed																					
Feb. 20 Washington's Birthday Observed																					
Mar. 23-24 Dist. Parent Conferences																					
Apr. 3 - Apr. 10 Easter Recess																					
May 7 Lakeside Barbecue																					
May 11 Lakeside Open House																					
May 18 Suburu Open House																					
May 29 Memorial Day																					
June 2 8th Grade Graduation																					

Progress Reports
Sept. 16
Nov. 18
Feb. 3
April 21

End of Quarters
1st: Oct. 14 (41 days)
2nd: Dec. 23 (44 days/85 total days)
3rd: March 10 (42 days/127 total days)
4th: June 2 (53 days/180 total days)

State Testing - Dates to be determined
June 2 Last Day of School, 12 p.m. dismissal
June 6 - June 10 In case of previous closure

All dates are subject to change

*(Graduation subject to change)

June 2 8th Grade Graduation

May 29 Memorial Day

May 18 Suburu Open House

May 11 Lakeside Open House

Apr. 3 - Apr. 10 Easter Recess

Mar. 23-24 Dist. Parent Conferences

Feb. 20 Washington's Birthday Observed

Feb. 13 Lincoln's Birthday Observed

Jan. 16 Dr. Martin L. King, Jr. Day Observed

Dec. 26-Jan. 6 Winter Break

Nov. 21-25 Thanksgiving Holiday

Nov. 11 Veterans' Day

Oct. 24-28 District Parent Conf.

Sept. 5 Labor Day

Aug. 25 Lakeside Back to School Night

Aug. 18 First Day of School

Aug. 15-17 All Staff Meeting Days

Aug. 11-12 New Staff Meeting Days

Aug. 4 School Offices Open

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Donald E. Suburu School	15635526115042	March 2022	

Purpose and Description

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

Schoolwide Program

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

Donald E. Suburu School's actions/services are determined by needs assessments and data analysis targeted at low performance needs. Our stakeholders include parents, students, community members, and staff members who review data and help develop actions/services to address those needs. Our School Site Council Teams & our English Learner Advisory Committee, in addition to our District English Learner Advisory Committee provide valuable input for our underserved student groups.

Once a need is identified, qualifying funding is assigned to support our LCAP's actions/services. Federal funding is placed alongside state funding to enhance various actions/services using our LCAP and our Consolidated Application. Our district will leverage federal funds by coordinating grant spending to support LCAP actions/services that drive performance and improve outcomes for all students, especially our underserved student groups. Following is a framework for coordinated spending, with actions/services funded by state and local funds, aligned with federal funded programs.

Step 1 – Assess Needs & Identify Priorities

- Identify barriers to increase student achievement, and implement actions/services to address those specific student needs.
- Prioritize needs
- Identify and include all stakeholders who should be involved in the decision-making process (academic staff, teachers, parents, etc.)

Step 2 – Identify Components and Costs of LCAP Actions/Services

- Utilize federal dollars to enhance actions/services.

Step 3 – Identify Federal Grants

- Determine which federal dollars can enhance LCAP actions/services. Federal requirements will be reviewed when determining if a specific federal grant can support a specific cost.

Step 4 – Determine if Costs are Necessary & Reasonable

- Any cost charged to federal programs must be necessary for the performance or administration of the program. The cost must also be reasonable in light of the amount of money being spent and the needs of our students.

Step 5 – Verify Consistency with LCAP

- Our School Site Council and District will review our SPSA, LCAP and LCAP Addendum to ensure alignment and to identify any areas where duplication may exist.

Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

Each year our School Site Council revises the parent/guardian survey and the school then distributes it to parents/guardians. The 2022 Parent Survey had a total of 67 parents/guardians respond at the time the surveys were counted and the findings are as follows: 72% of parents/guardians are confident their child has good teachers and with 97% of parents/guardians find it easy to communicate with their child's teacher. 100% of our parents/guardians usually go to their child's teacher for questions. 100% of our parents/guardians receive information via telephone, email and text.

Our school has a Leadership Committee made-up of one teacher from each grade level, one teacher from special education, our vice-principal, and the principal. This committee's main focus is on academic progress, curriculum, and the overall operation of our Professional Learning Community.

Classroom Observations

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

Informal classroom observations made by the principal and vice principal occur on a regular basis in the form of "walk-throughs." During a walk-through, teachers continue to teach students without interruption to the lesson. Walk-throughs give the site administrators a snap shot of what is happening in each of the classrooms. Teachers are asked to post the learning objective(s)/essential question they expect the students to learn in kid friendly terms, and review with them their expectations of the lesson outcome prior to and at the conclusion of instruction. Adhering to Common Core State Standards, student engagement, lesson rigor, classroom management, and the use of technology to enhance instruction, are just a few items the principal and vice principal are looking for in each classroom during walk-throughs. A formal evaluation of teachers is completed by the administrators after two informal observations of complete lessons. These formal observations and evaluations are scheduled as determined by Lakeside Union School District Teacher Association Contract.

Our teachers work as a team and collaborate in Professional Learning Communities once a week on student Early Out Days, and plan instruction for the upcoming week. It is not uncommon for the administrators to observe the same lesson taught during the same period, on the same day, in several classrooms.

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

The California Assessment of Student Performance and Progress (CAASPP), state assessment program is based on the Common Core State Standards (CCSS), and administered through computer adaptive assessments designed by the Smarter Balanced Assessment Consortium (SBAC). All state assessments were computer based.

The LUSD is currently using the results of the CAASPP, locally developed benchmarks, common formative assessments, DIBELS and Lexile results to measure student progress toward proficiency.

Grade level teachers meet in Professional Learning Communities and review student data weekly in the form of Quarterly Benchmark exams, Common Formative Assessments, Unit and Chapter Tests, Quarterly Accelerated Reader STAR comprehension tests, Dynamic Indicators of Basic Early Learning Skills (DIBELS) and/or observation. Instruction is modified and specific to each individual student's learning needs.

District assessments are standards-based and administered quarterly. The data is used to drive instruction. Student achievement results from assessments (i.e., entry-level placement and/or diagnostic; progress monitoring, including frequent formative and curriculum-embedded; and summative assessments) will be used to inform teachers and principals on student placement, diagnosis, progress, and effectiveness of instruction.

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

The nine Essential Program Components (EPCs) of the Academic Program Survey (APS) developed by the California Department of Education are designed to support the improvement of student academic performance in reading/language arts and mathematics. The nine components have been identified in research studies as key factors for school improvement and for the functioning of schools that are 'beating the odds' by demonstrating success with challenging student populations. The foundation of this SPSA is based on the EPCs of the APS.

The use of continuous regular data drives the daily instruction for all teachers at Suburu School. Teachers meet formally to discuss student progress of each student in their grade level each week and plan instruction to meet each student's educational need. Through Response to Intervention, our W.I.N.N. program (What I Need Now), teachers group students by the attainment of the standard they were expected to master and provide them with the proper instruction. Intervention and enrichment are purposefully taught depending on the specific needs of our students. There are four questions that are asked about each standards based lesson.

1. What do we want our students to learn and be able to do?
2. How will we know when each student has learned it?
3. What will we do if the child doesn't learn it?
4. What will we do once they have learned it?

Our W.I.N.N. program provides our students with 165 minutes of protected instruction each week.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

The school/district makes every effort to staff all classrooms with fully credentialed, highly qualified teachers, per the requirements of the Elementary and Secondary Education Act (ESEA).

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

Suburu School teachers have attended professional development in their credential area. The District participates fully in the Kern County Teacher Induction Program, to have preliminary credentialed teachers acquire their clear credential. Our district provides an Intern Coach for all teacher Interns to provide additional professional support.

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

With guidance from the District Leadership Team, all on-site and off-site staff development opportunities are directly linked to enhancing student achievement. A District Staff Development Committee comprised of two fully credentialed teachers, a principal, and the District Superintendent or designee serve as professional development oversight. Members meet on an as needed basis to discuss best practices for instruction and to ensure professional development opportunities are research-based.

The following Staff Development was provided to teachers last school year or will be provided this school year:

- Google Classroom
- Positive Behavior Intervention System (PBIS)
- Aeries
- Imagine Learning: Literacy and Math
- IlluminateEd
- ELD: Designated and Integrated

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

The school/district fully implements instructional assistance and ongoing support to all teachers, including outside support. Some possible options include: trained coaches, content experts, and specialists who are knowledgeable about the Common Core, and work inside the classrooms to support teachers to deepen their knowledge about the content and the delivery of instruction. Additionally, teachers may attain assistance on instructional practice through the Professional Learning Community on our campus.

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

The school/district facilitates and fully implements structured PLC collaboration weekly meetings in order for teachers to analyze, discuss, and utilize the results of the school/district assessment system to guide student placement, instructional planning and delivery, and progress monitoring.

Teachers meet in Professional Learning Communities to review how successful they were in teaching each specific standard, and how successful each individual student was in mastering the standard(s) taught. Teachers design enrichment lessons for students who mastered the standards taught and design lessons for those students who did not master the standards. Those students who almost mastered the standard(s) will receive additional time and instruction. Students who did not master the standard(s), and as evidence shows through assessment, did not come close to attaining the material, will receive intensive intervention.

Teaching and Learning

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

The District utilizes Board approved instructional materials that are aligned to our standards, and have been approved by the California Dept. of Education (CDE). SBE approved publishers that are currently adopted and implemented by the Lakeside Union School District are used as a resource along with supplementary materials to teach the Common Core State Standards. Lessons taught are specifically aligned with the new Common Core State Standards. The following is our board approved adopted curriculum:

Reading Language Arts/English Language Development
K-5 Benchmark Advanced

Math
K-5 McGraw Hill

History-Social Science
K-5 Studies Weekly

Science
K-5 Harcourt

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

The school/district complies with and monitors daily implementation of instructional time for the current SBE-adopted, standards-based, basic core programs for RLA/ELD and Mathematics. This time is given priority and protected from interruptions.

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

The school/district prepares, distributes, and monitors the use of an annual district instructional/assessment pacing guide documented to be in use for each grade level (transitional kindergarten through grade eight) for the SBE-adopted (CCSS) RLA/ELD and Mathematics, in order for all teachers to follow a common sequence of instruction and assessment. Through the Professional Learning Communities, teachers monitor and assess student mastery of the Common Core State Standards and adjust the lesson pacing accordingly.

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

The school/district ensures sufficiency of textbooks for all core subjects. Core subjects are implemented as designed and documented to be in regular use in every classroom with materials for every student.

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

The school/district fully implements the current State Board of Education (SBE)-adopted, CCSS standards-based, basic core instructional programs and materials, including ancillary materials for universal access. These materials are used to deliver the instruction driven by our CCSS.

Scientifically based methods and strategies are used in W.I.N.N. to strengthen the core and deliver an instructional program that provides extended learning, minimizing the time students are out of the regular classroom during first good instruction.

Opportunity and Equal Educational Access

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

Grade level and Data Team Professional Learning Communities (PLCs) work together to address the needs of all underperforming students to meet standards. The school implements a strategic targeted intervention program for all grade levels.

Evidence-based educational practices to raise student achievement

The school/district fully implements research-based instructional strategies for student improvement. Strategies include:
Use Essential Program Components faithfully (EPC's)

- a. Professional Learning Communities
- b. Frequent Common Formative Assessments (CFA)
- c. Analyzing data from CAASPP results, CFA's, Benchmarks, Dibels, and other assessments
- d. Use Research Based Teaching Strategies: ELD, Thinking Maps, etc.
- e. Increasing DOK levels with lessons
- f. Using Student Engagement Strategies
- g. Standards based instruction
- i. AR Program
- j. Intensive intervention

Parental Engagement

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

The school/district disseminates County Office of Education (COE) and community information that provides opportunities to parents to assist under-achieving students. The district/school solicits and promotes Local Control Accountability Plan (LCAP) development with all educational partners. Available resources include:

- a. Aeries Grade Book with Parent and Student Portal
- b. School/District websites with student and parent resources
- c. School voice mail for teachers to post homework and receive messages from parents
- d. Teacher email
- e. Parent Square to post messages to parents

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

Suburu School solicits and promotes involvement with all educational partners through the School Site Council, ELAC, and other advisory committees, and has a formal Parent Involvement Policy which has been approved by the School Site Council. The district/school solicits and promotes the Local Control Accountability Plan (LCAP) development with all educational partners. A district Parent as Partners Night is to assist parents in accessing the several programs which will assist them in monitoring their child's progress and provide additional resources for them. These programs include: Aeries Parent Portal, Canvas, Google Classroom, ELA Benchmark Advanced, ConnectEd for Math, Accelerated Reader, School/District Websites, and strategies on how parents can assist their students at home. Parents are assisted in setting-up a home email if they don't already have one, so they may take advantage of the programs available.

Funding

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

The LEA and SSC collaborate to develop a list of priority programs/activities focusing on student achievement. As funding becomes available, the LEA and SSC will refer to the aforementioned list to determine allocation. The District makes expenditures in accordance with the approved Consolidated Application. In June 2013 a new state funding formula was adopted by the state, known as the Local Control Funding Formula (LCFF). LCFF funding has been and will continue to be used to increase and improve core services to all students. Supplemental and concentration grants will be proportionally distributed to unduplicated English Learners and disadvantaged students to genuinely increase and improve services.

Fiscal support (EPC)

The school/district's funds are coordinated, prioritized, and allocated to align with the full implementation of the EPCs in RLA/ELD and Mathematics, and the Single Plan for Student Achievement (SPSA). The District and school has created a funding plan which ensures that resources are utilized effectively in accordance with the legal intent of the program(s) to support students in accomplishing academic standards.

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Our SPSA represents our school's allocation of resources towards specific actions designed to meet established goals. The goal setting process is based on the school's mission and vision. Our school goals in turn help determine the relative attention and resources that will be directed toward each of the State's eight priority areas: Conditions of Learning include: Basic Services, Implementation of State Standards and Course Access; Engagement includes: Parent Engagement, Student Engagement and School Climate; Pupil Outcomes include: Pupil Achievement and Other Pupil Outcomes. The priority areas are addressed through the actions in our SPSA, and they are monitored throughout the year by reporting progress to our educational partners, School Site Council and English Language Advisory Committee, who are consulted and provide input regarding recommendations for revisions to the plan.

The overarching goal of the SPSA is constant improvement of the educational outcomes for all students to meet the challenging academic standards, especially socioeconomically disadvantaged students, students from major racial and ethnic groups, student with disabilities, and English learners.

Along with the district, the current three year SPSA continues to be organized under three goal areas:

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. This goal will increase the quality of instruction and have a positive impact on student growth.

Resource Inequities

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

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	0.51%	0.37%	0.4%	4	3	3
African American	6.48%	6.62%	5.9%	51	54	49
Asian	7.12%	6.37%	6.1%	56	52	51
Filipino	1.14%	0.98%	0.5%	9	8	4
Hispanic/Latino	60.74%	62.01%	64.1%	478	506	532
Pacific Islander	0.25%	0.12%	0.1%	2	1	1
White	19.82%	19.24%	15.7%	156	157	130
Multiple/No Response	%	0%	3.4%		35	28
Total Enrollment				787	816	830

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Kindergarten	164	178	161
Grade 1	121	127	138
Grade 2	132	126	130
Grade3	121	135	137
Grade 4	124	121	141
Grade 5	125	129	123
Total Enrollment	787	816	830

Conclusions based on this data:

- Based on the data, our school site data continues to increase. Although out enrollment continues to increase the amount of "Student Group" continue to remain the same, with the highest percentage Student Group for the 20-21 school year were
 - Hispanic/Latino 64.1%
 - White 15.7%
- Based on the data, Suburu Total Enrollment has increased by 29 students from 18-19 to 19-20 and increased by 14 students from 19-20 to 20-21.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	112	92	100	14.2%	11.3%	12.0%
Fluent English Proficient (FEP)	69	97	81	8.8%	11.9%	9.8%
Reclassified Fluent English Proficient (RFEP)	18	39	4	17.5%	34.8%	4.3%

Conclusions based on this data:

1. Based on data, Suburu had a decrease of 2.2% English Learners from 18-19 to 30-21 school year.
2. Based on data, Suburu had an decrease of 1% Fluent English Proficient from 18-19 to 30-21 school year.
3. Based on data, Suburu had an decrease of 13.2% Reclassified Fluent English Proficient from 18-19 to 30-21 school year.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	121	127	139	119	123	131	119	120	130	98.3	96.9	94.2
Grade 4	119	122	139	118	119	133	118	119	132	99.2	97.5	95.7
Grade 5	119	130	120	118	129	108	118	129	108	99.2	99.2	90.0
All Grades	359	379	398	355	371	372	355	368	370	98.9	97.9	93.5

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

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	2414.	2422.	2371.	25.21	22.50	8.46	21.01	28.33	13.85	19.33	22.50	28.46	34.45	26.67	49.23
Grade 4	2496.	2471.	2443.	36.44	27.73	15.91	29.66	23.53	24.24	15.25	15.13	23.48	18.64	33.61	36.36
Grade 5	2510.	2495.	2465.	25.42	17.83	16.67	26.27	34.11	17.59	23.73	20.93	22.22	24.58	27.13	43.52
All Grades	N/A	N/A	N/A	29.02	22.69	13.68	25.63	28.26	18.65	19.44	19.57	24.86	25.92	29.08	42.97

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	21.85	25.83	8.46	40.34	45.00	55.38	37.82	29.17	36.15
Grade 4	27.97	28.57	17.42	55.93	43.70	60.61	16.10	27.73	21.97
Grade 5	20.34	24.03	10.19	56.78	49.61	62.04	22.88	26.36	27.78
All Grades	23.38	26.09	12.16	50.99	46.20	59.19	25.63	27.72	28.65

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	24.37	21.67	5.38	39.50	45.83	44.62	36.13	32.50	50.00
Grade 4	32.20	24.37	10.61	50.85	49.58	54.55	16.95	26.05	34.85
Grade 5	32.20	20.93	16.82	43.22	55.81	42.06	24.58	23.26	41.12
All Grades	29.58	22.28	10.57	44.51	50.54	47.43	25.92	27.17	42.01

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	23.53	20.00	7.69	59.66	70.00	68.46	16.81	10.00	23.85
Grade 4	22.03	20.17	6.06	66.95	61.34	79.55	11.02	18.49	14.39
Grade 5	15.25	13.95	9.26	68.64	62.02	75.93	16.10	24.03	14.81
All Grades	20.28	17.93	7.57	65.07	64.40	74.59	14.65	17.66	17.84

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	26.05	24.17	12.31	47.90	50.83	59.23	26.05	25.00	28.46
Grade 4	34.75	18.49	12.88	48.31	56.30	70.45	16.95	25.21	16.67
Grade 5	33.05	22.48	11.11	44.92	48.84	56.48	22.03	28.68	32.41
All Grades	31.27	21.74	12.16	47.04	51.90	62.43	21.69	26.36	25.41

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

- During the 20-21 school year, students took the CAASPP via in-person and online.

Based on data, students met or exceeded the Overall Achievement in ELA/Literacy Standards from 17-18 to 20-21.
3rd Grade: 46.22% to 22.31%
4th Grade: 66.1% to 40.15%
5th Grade: 51.69% to 34.26%

Third grade had a decrease of 23.91%
Fourth grade had an decrease of 25.95%

Fifth grade had an decrease of 17.43%

2. During the 20-21 school year, students took the CAASPP via in-person and online.

Based on data, students needs from 17-18 to 20-21 are in:

ELA Claim Reading, Writing, Listening and Research/Inquiry for the 17-18 to 20-21:

3rd-5th Grade had a decrease in % Above Standard and an increase in & At or Near Standard & % Below Standard.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	122	127	139	119	124	131	119	124	131	97.5	97.6	94.2
Grade 4	120	122	139	118	119	133	118	119	133	98.3	97.5	95.7
Grade 5	118	132	120	116	129	111	116	129	111	98.3	97.7	92.5
All Grades	360	381	398	353	372	375	353	372	375	98.1	97.6	94.2

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

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	2406.	2421.	2361.	10.08	13.71	2.29	23.53	30.65	11.45	31.93	26.61	28.24	34.45	29.03	58.02
Grade 4	2472.	2470.	2424.	14.41	15.13	4.51	33.05	26.89	16.54	30.51	37.82	35.34	22.03	20.17	43.61
Grade 5	2486.	2483.	2433.	19.83	17.05	2.70	14.66	17.05	11.71	25.86	24.81	27.03	39.66	41.09	58.56
All Grades	N/A	N/A	N/A	14.73	15.32	3.20	23.80	24.73	13.33	29.46	29.57	30.40	32.01	30.38	53.07

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	16.81	26.61	0.76	42.86	40.32	40.46	40.34	33.06	58.78
Grade 4	23.73	30.25	9.77	42.37	31.93	45.11	33.90	37.82	45.11
Grade 5	25.00	28.13	2.70	27.59	28.13	36.04	47.41	43.75	61.26
All Grades	21.81	28.30	4.53	37.68	33.42	40.80	40.51	38.27	54.67

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	15.97	25.81	3.05	46.22	45.97	43.51	37.82	28.23	53.44
Grade 4	18.64	17.65	7.52	51.69	45.38	47.37	29.66	36.97	45.11
Grade 5	19.83	11.63	5.41	43.10	46.51	45.95	37.07	41.86	48.65
All Grades	18.13	18.28	5.33	47.03	45.97	45.60	34.84	35.75	49.07

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	15.13	21.77	4.58	48.74	47.58	64.12	36.13	30.65	31.30
Grade 4	25.42	23.53	6.77	51.69	46.22	56.39	22.88	30.25	36.84
Grade 5	14.66	13.28	3.60	43.97	41.41	56.76	41.38	45.31	39.64
All Grades	18.41	19.41	5.07	48.16	45.01	59.20	33.43	35.58	35.73

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

- During the 20-21 school year, students took the CAASPP via in-person and online.

Based on data, students met or exceeded the Overall Achievement in Mathematics Standards from 17-18 to 20-21.
3rd Grade: 33.61% to 13.74%
4th Grade: 47.46% to 21.05%
5th Grade: 34.49% to 14.41%

Third grade had a decrease of 19.87%
Fourth grade had an decrease of 26.41%
Fifth grade had an decrease of 20.08%
- During the 20-21 school year, students took the CAASPP via in-person and online.

Based on data, students needs from 17-18 to 20-21 are in:

Mathematics Claim Concepts & Procedures, Problem Solving & Modeling/Data Analysis for the 17-18 to 20-21:
3rd-5th Grade had a decrease in % Above Standard and an increase in & At or Near Standard & % Below Standard.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	1459.2	1442.4	1421.6	1467.6	1454.8	1429.1	1439.2	1413.3	1404.0	31	32	19
1	1479.9	1468.4	1456.2	1483.6	1486.9	1478.5	1475.4	1449.5	1433.4	18	17	23
2	1482.4	1471.7	1477.1	1482.6	1485.7	1500.4	1481.8	1457.3	1453.1	14	12	18
3	1497.2	*	1503.3	1499.3	*	1512.1	1494.6	*	1493.9	16	10	24
4	*	1512.3	1519.1	*	1509.1	1527.6	*	1514.9	1510.1	*	20	12
5	1529.3	*	*	1525.2	*	*	1532.9	*	*	12	10	7
All Grades										98	101	103

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	51.61	18.75	10.53	*	46.88	31.58	*	28.13	42.11		6.25	15.79	31	32	19
1	*	17.65	8.70	*	47.06	39.13	*	35.29	39.13	*	0.00	13.04	18	17	23
2	*	8.33	5.56	*	50.00	55.56	*	33.33	33.33		8.33	5.56	14	12	18
3	*	*	16.67	*	*	54.17	*	*	20.83	*	*	8.33	16	*	24
4	*	20.00	33.33	*	35.00	41.67		30.00	8.33	*	15.00	16.67	*	20	12
5	*	*	*	*	*	*		*	*	*	*	*	12	*	*
All Grades	44.90	18.81	14.56	26.53	44.55	44.66	21.43	25.74	29.13	*	10.89	11.65	98	101	103

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	67.74	28.13	10.53	*	53.13	47.37	*	12.50	36.84		6.25	5.26	31	32	19
1	66.67	47.06	39.13	*	35.29	30.43	*	17.65	30.43		0.00	0.00	18	17	23
2	*	33.33	44.44	*	41.67	33.33	*	16.67	16.67		8.33	5.56	14	12	18
3	*	*	54.17	*	*	25.00	*	*	20.83	*	*	0.00	16	*	24
4	*	40.00	50.00		35.00	25.00		10.00	16.67	*	15.00	8.33	*	20	12
5	*	*	*	*	*	*		*	*	*	*	*	12	*	*
All Grades	62.24	38.61	40.78	20.41	39.60	32.04	13.27	12.87	23.30	*	8.91	3.88	98	101	103

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	9.38	10.53	*	21.88	21.05	51.61	62.50	47.37	*	6.25	21.05	31	32	19
1	*	0.00	0.00	*	35.29	21.74	*	41.18	47.83	*	23.53	30.43	18	17	23
2	*	0.00	0.00	*	25.00	27.78	*	41.67	38.89	*	33.33	33.33	14	12	18
3		*	0.00	*	*	37.50	*	*	37.50	*	*	25.00	16	*	24
4	*	10.00	8.33	*	35.00	33.33	*	35.00	25.00	*	20.00	33.33	*	20	12
5	*	*	*	*	*	*	*	*	*	*	*	*	12	*	*
All Grades	24.49	5.94	4.85	24.49	31.68	27.18	36.73	44.55	38.83	14.29	17.82	29.13	98	101	103

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	70.97	25.00	10.53	*	71.88	84.21		3.13	5.26	31	32	19
1	72.22	64.71	30.43	*	29.41	65.22		5.88	4.35	18	17	23
2	*	25.00	22.22	*	66.67	66.67	*	8.33	11.11	14	12	18
3	*	*	37.50	81.25	*	58.33		*	4.17	16	*	24
4	*	25.00	50.00	*	60.00	41.67	*	15.00	8.33	*	20	12
5	*	*	*	*	*	*	*	*	*	12	*	*
All Grades	58.16	28.71	30.10	37.76	61.39	64.08	*	9.90	5.83	98	101	103

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	58.06	34.38	10.53	35.48	59.38	68.42	*	6.25	21.05	31	32	19
1	*	23.53	47.83	*	70.59	52.17	*	5.88	0.00	18	17	23
2	*	41.67	61.11	*	50.00	33.33		8.33	5.56	14	12	18
3	*	*	70.83	*	*	29.17	*	*	0.00	16	*	24
4	*	70.00	66.67	*	15.00	25.00		15.00	8.33	*	20	12
5	*	*	*	*	*	*	*	*	*	12	*	*
All Grades	63.27	46.53	52.43	31.63	43.56	40.78	*	9.90	6.80	98	101	103

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	9.38	10.53	70.97	87.50	68.42	*	3.13	21.05	31	32	19
1	*	29.41	8.70	*	52.94	60.87	*	17.65	30.43	18	17	23
2	*	8.33	5.56	*	41.67	50.00	*	50.00	44.44	14	12	18
3		*	4.17	*	*	66.67	*	*	29.17	16	*	24
4	*	10.00	8.33	*	65.00	41.67	*	25.00	50.00	*	20	12
5	*	*	*	*	*	*	*	*	*	12	*	*
All Grades	25.51	11.88	9.71	56.12	68.32	56.31	18.37	19.80	33.98	98	101	103

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	48.39	37.50	26.32	41.94	46.88	36.84	*	15.63	36.84	31	32	19
1	*	0.00	0.00	61.11	88.24	65.22	*	11.76	34.78	18	17	23
2	*	16.67	0.00	*	50.00	72.22	*	33.33	27.78	14	12	18
3	*	*	16.67	68.75	*	70.83	*	*	12.50	16	*	24
4	*	25.00	8.33	*	60.00	75.00		15.00	16.67	*	20	12
5	*	*	*	*	*	*		*	*	12	*	*
All Grades	32.65	21.78	10.68	57.14	61.39	64.08	*	16.83	25.24	98	101	103

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. Based on data from Overall Language for ELs in All Grades from 17-18 to 20-21

Total Number for ELs increased from 98 to 103.

- Level 1 increased of 0.76%
- Level 2 increased of 7.7%
- Level 3 increased of 18.13%
- Level 4 increased of 30.34%

School and Student Performance Data

Student Population

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

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

2020-21 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
830	69.5	12.0	1.0
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	100	12.0
Foster Youth	8	1.0
Homeless	35	4.2
Socioeconomically Disadvantaged	577	69.5
Students with Disabilities	85	10.2

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	49	5.9
American Indian or Alaska Native	3	0.4
Asian	51	6.1
Filipino	4	0.5
Hispanic	532	64.1
Two or More Races	28	3.4
Native Hawaiian or Pacific Islander	1	0.1
White	130	15.7

Conclusions based on this data:

- Based on the data, our school site data continues to increase. Although out enrollment continues to increase the amount of "Student Group" continue to remain the same, with the highest percentage Student Group for the 20-21 school year were

- Hispanic/Latino 64.1%
- White 15.7%

2. Based on the data, Suburu Total Enrollment has increased by 29 students from 18-19 to 19-20 and increased by 14 students from 19-20 to 20-21.

School and Student Performance Data

Overall Performance

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

2019 Fall Dashboard Overall Performance for All Students

Academic Performance

English Language Arts



Academic Engagement

Chronic Absenteeism



Conditions & Climate

Suspension Rate



Mathematics



Conclusions based on this data:

1. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard.
Data That Cannot Be Reported
Chronic Absenteeism Rate: No reports due to the determination by the CDE that the data are not valid and reliable for the 2019–20 academic year. This is due to the manner in which absenteeism data are collected in the California Longitudinal Pupil Achievement Data System (CALPADS) that impacts the integrity of the data and related calculations for any period of time other than the full academic year.
Absenteeism Reason: No reports due to the determination by the CDE that the data are not valid and reliable for the 2019–20 academic year. This is due to the manner in which absenteeism data are collected in the California Longitudinal Pupil Achievement Data System (CALPADS) that impacts the integrity of the data and related calculations for any period of time other than the full academic year.

Based on Chronic Absenteeism Rate data from Fall 2018 to Fall 2019.

Chronic Absenteeism Indicator
2019 CDE Five-by-Five Grid

- Students with Disabilities 20.9% (Red)
- White 20.1% (Red)
- All Students 15.9% (Orange)
- English Learners 13.5% (Orange)
- Homeless 26.8% (Orange)
- Socioeconomically Disadvantaged 17.4% (Orange)
- African American 17.9% (Orange)
- Hispanic 15.2% (Orange)

CDE DataQuest 2018-2019 Chronic Absenteeism Rate

- Male: 14.0%
- Female: 17.6%
- Kindergarten: 25.0%
- Grades1-3: 13.4%

Based on Suspension Rate Indicator from 2017-2018 to 2018-2019.

Increased:

SWD (1.2%)
AA (8%)

Maintained:

All Students (0%)
EL (0%)
Homeless (0%)
SED (0.1%)
Asian (0%)
Hispanic (-0.2%)

Declined:

2 or More Races (-3.3%)

Declined Significantly:

White (-2.5%)

2. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard.

Data That Cannot Be Reported

Academic Indicator: No reports due to suspension of California's English language arts and mathematic assessments.

English Learner Progress Indicator: No reports due to the suspension of the English Language Proficiency Assessments for California (ELPAC) assessments.

Based on English Learner Progress 2019 Fall Dashboard our English Learner Progress is low: (36.2)

3. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard.

Data That Cannot Be Reported

Academic Indicator: No reports due to suspension of California's English language arts and mathematic assessments.

Based on English Language Arts data from 2018 Fall Dashboard to the 2019 Dashboard there is a student need for the following subgroups.

Declined Significantly:

All Students (-15.8%)

EL (-20.9%)

SED (-17.4%)

AA (-18.9%)

Hispanic (-22.2%)

Declined:

Asian (-7.4%)

2 or More (-6.8%)

Maintained:

SWD (-1.6%)

White (1.7%)

Based on Mathematics data from 2018 Fall Dashboard to the 2019 Dashboard there is a student need for the following subgroups.

Declined:

SED (-3.4%)

Hispanic (-4.9%)

2 or More (-10%)

Maintained:

All Students (1.7%)

EL (2%)

AA (1.3%)

Increased Significantly:

SWD (22.8%)

Asian (21.3%)

White (18.3%)

School and Student Performance Data

Academic Performance English Language Arts

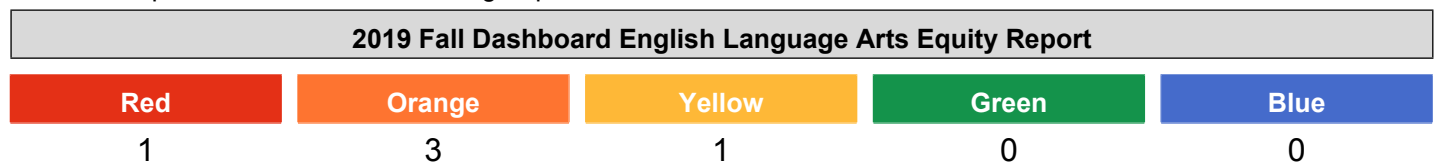
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.







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











This section provides number of student groups in each color.



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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group					
All Students	English Learners	Foster Youth	Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 Orange 5.7 points below standard Declined Significantly -15.8 points 343	 Orange 23.5 points below standard Declined Significantly -20.9 points 72	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 Orange 13.7 points below standard Declined Significantly -17.4 points 251	 Red 102.4 points below standard Maintained -1.6 points 39

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 9.3 points below standard Declined Significantly -18.9 points 21	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 33.8 points above standard Declined -7.4 points 19	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6
Hispanic	Two or More Races	Pacific Islander	White
 Orange 12.6 points below standard Declined Significantly -22.2 points 208	 No Performance Color 19.8 points below standard Declined -6.8 points 17	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 Yellow 2 points above standard Maintained ++1.7 points 70

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

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
67.1 points below standard Increased ++14.1 points 35	17.8 points above standard Declined Significantly -30.3 points 37	3.8 points below standard Declined Significantly -17.3 points 261

Conclusions based on this data:

- Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard.
Data That Cannot Be Reported
Academic Indicator: No reports due to suspension of California's English language arts and mathematic assessments.

Based on English Language Arts data from 2018 Fall Dashboard to the 2019 Dashboard there is a student need for the following subgroups.

Declined Significantly:
 All Students (-15.8)
 EL (-20.9)
 SED (-17.4)
 AA (-18.9)
 Hispanic (-22.2)

Declined:
 Asian (-7.4)

2 or More (-6.8)

Maintained:
SWD (-1.6)
White (1.7)

School and Student Performance Data

Academic Performance Mathematics

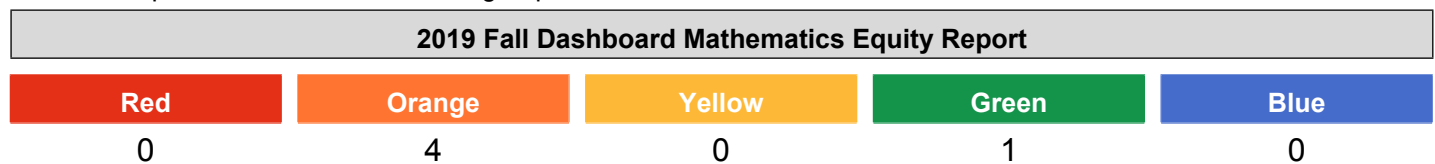
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.







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











This section provides number of student groups in each color.



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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Yellow 22.1 points below standard Maintained ++1.7 points 343	English Learners  Orange 32.5 points below standard Maintained ++2 points 72	Foster Youth  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
Homeless  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	Socioeconomically Disadvantaged  Orange 29.7 points below standard Declined -3.4 points 251	Students with Disabilities  Orange 98.4 points below standard Increased Significantly ++22.8 points 39

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American  No Performance Color 45.4 points below standard Maintained ++1.3 points 21	American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	Asian  No Performance Color 22.3 points above standard Increased Significantly ++21.3 points 19	Filipino  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6
Hispanic  Orange 29.4 points below standard Declined -4.9 points 208	Two or More Races  No Performance Color 48 points below standard Declined -10 points 17	Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	White  Green 5.8 points below standard Increased Significantly ++18.3 points 70

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

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner 76.7 points below standard Increased Significantly ++19.6 points 35	Reclassified English Learners 9.2 points above standard Increased ++3.1 points 37	English Only 22.1 points below standard Maintained -1.1 points 261
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Conclusions based on this data:

- Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard.
Data That Cannot Be Reported
Academic Indicator: No reports due to suspension of California's English language arts and mathematic assessments.

Based on Mathematics data from 2018 Fall Dashboard to the 2019 Dashboard there is a student need for the following subgroups.

Declined:
SED (-3.4)
Hispanic (-4.9)
2 or More (-10)

Maintained:
All Students (1.7)
EL (2)
AA (1.3)

Increased Significantly:
SWD (22.8)
Asian (21.3)
White (18.3)

School and Student Performance Data

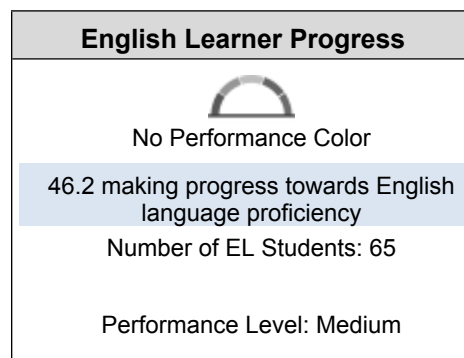
Academic Performance English Learner Progress

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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

2019 Fall Dashboard English Learner Progress Indicator



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

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
16.9	36.9	4.6	41.5

Conclusions based on this data:

1. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard.
Data That Cannot Be Reported
Academic Indicator: No reports due to suspension of California's English language arts and mathematic assessments.
English Learner Progress Indicator: No reports due to the suspension of the English Language Proficiency Assessments for California (ELPAC) assessments.

Based on English Learner Progress 2019 Fall Dashboard our English Learners making progress towards English Language proficiency is 46.2.

School and Student Performance Data

Academic Performance College/Career Measures Only Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

Number and Percentage of Students in the Combined Graduation Rate and/or Dashboard Alternative School Status (DASS) Graduation Rate by Student Group		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

Advanced Placement Exams – Number and Percentage of Four-Year Graduation Rate Cohort Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the four-year graduation rate cohort by student group who scored 3 or higher on at least two Advanced Placement exams.

International Baccalaureate Exams – Number and Percentage of Four-Year Graduation Rate Cohort		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the four-year graduation rate cohort by student group who scored 4 or higher on at least two International Baccalaureate Exams.

Completed at Least One Career Technical Education (CTE) Pathway – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed a-g Requirements – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the University of California (UC) or California State University (CSU) a-g criteria with a grade of C or better (or Pass).

Completed a-g Requirements AND at Least One CTE Pathway – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the UC or CSU a-g criteria with a grade of C or better (or Pass) AND completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed College Credit Courses – Number and Percentage of All Student Students Completing One Semester, Two Quarters, or Two Trimesters of College Credit Courses		
Student Group	Number of Students	Percent of Students
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

**Completed College Credit Courses – Number and Percentage of All Student
Students Completing Two Semesters, Three Quarters, or Three Trimesters of College Credit Courses**

Student Group	Number of Students	Percent of Students
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Earned the State Seal of Biliteracy – Number and Percentage of All Students

Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who earned the State Seal of Biliteracy.

Conclusions based on this data:

- 1. N/A

School and Student Performance Data

Academic Engagement Chronic Absenteeism

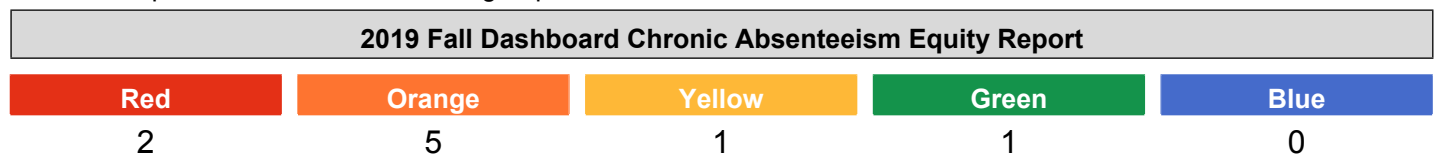
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.







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











This section provides number of student groups in each color.



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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	English Learners	Foster Youth
 Orange 15.9 Increased +1.7 845	 Orange 13.5 Maintained 0 126	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 Orange 26.8 Declined -8.3 41	 Orange 17.4 Increased +1.8 632	 Red 20.9 Increased +1.8 86

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American  Orange 17.9 Increased +5.8 56	American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	Asian  Green 5.4 Declined -0.9 56	Filipino  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10
Hispanic  Orange 15.2 Maintained -0.1 507	Two or More Races  Yellow 16.7 Declined -6.7 36	Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	White  Red 20.1 Increased Significantly +9.7 169

Conclusions based on this data:

- Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard.
Data That Cannot Be Reported
Chronic Absenteeism Rate: No reports due to the determination by the CDE that the data are not valid and reliable for the 2019–20 academic year. This is due to the manner in which absenteeism data are collected in the California Longitudinal Pupil Achievement Data System (CALPADS) that impacts the integrity of the data and related calculations for any period of time other than the full academic year.
Absenteeism Reason: No reports due to the determination by the CDE that the data are not valid and reliable for the 2019–20 academic year. This is due to the manner in which absenteeism data are collected in the California Longitudinal Pupil Achievement Data System (CALPADS) that impacts the integrity of the data and related calculations for any period of time other than the full academic year.

Based on Chronic Absenteeism Rate data from Fall 2018 to Fall 2019.

Increased Significantly
White (9.7%)

Increased
All Students (1.7%)
SED (1.8%)
SWD (1.8%)
AA (5.8%)

Maintained
EL (0%)
Hispanic (-0.1%)

Declined
Homeless (-8.3%)
Asian (-0.9%)
2 or More Races (-6.7%)

School and Student Performance Data

Academic Engagement Graduation Rate Additional Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

2021 Graduation Rate by Student Group				
Student Group	Number of Students in the Graduation Rate	Number of Graduates	Number of Fifth Year Graduates	Graduation Rate
All Students				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students with Disabilities				
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic				
Native Hawaiian or Pacific Islander				
White				
Two or More Races				

Conclusions based on this data:

1. N/A

School and Student Performance Data

Conditions & Climate Suspension Rate

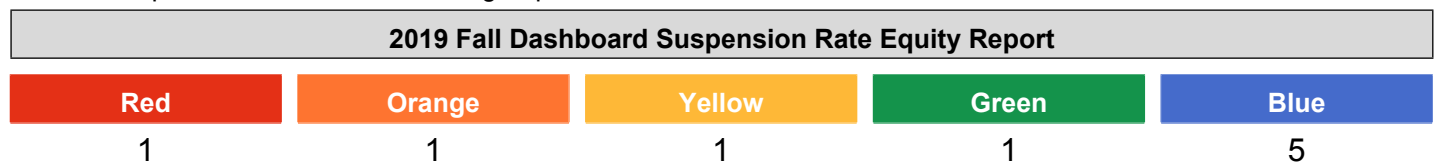
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.







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











This section provides number of student groups in each color.



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

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  Yellow 1.1 Maintained 0 876	English Learners  Blue 0 Maintained 0 133	Foster Youth  No Performance Color Less than 11 Students - Data Not Reported 9
Homeless  Blue 0 Maintained 0 52	Socioeconomically Disadvantaged  Yellow 1.5 Maintained +0.1 659	Students with Disabilities  Orange 2.3 Increased +1.2 88

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American  Red 9.7 Increased +8 62	American Indian  No Performance Color Less than 11 Students - Data 8	Asian  Blue 0 Maintained 0 59	Filipino  No Performance Color Less than 11 Students - Data 10
Hispanic  Green 0.6 Maintained -0.2 524	Two or More Races  Blue 0 Declined -3.3 37	Pacific Islander  No Performance Color Less than 11 Students - Data 3	White  Blue 0 Declined Significantly -2.5 173

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	1.2	1.1

Conclusions based on this data:

- Based on Suspension Rate data from Fall 2018 to Fall 2019.

Increased:

SWD (1.2%)

AA (8%)

Maintained:

All Students (0%)

EL (0%)

Homeless (0%)

SED (0.1%)

Asian (0%)

Hispanic (-0.2%)

Declined:

2 or More Races (-3.3%)

Declined Significantly:

White (-2.5%)

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

LEA/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.

Goal 1

Due to the COVID-19 pandemic, state law has suspended the reporting of state indicators on the 2020 and 2021 Dashboard.

Statement 1:

- Increase by 2% in 2019 to 2022 English Language Arts/Literacy Standards Overall Achievement Level in Met or Exceeded from 51.35% to 53.35%.
- Increase by 2% in 2019 to 2022 Mathematics Standards Overall Achievement Level in Met or Exceeded from 40.05% to 42.05%.

State Priority Category B: Pupil Outcomes, Priorities 4

Statement 2:

- Continue providing all English Language Learners forty minutes of protected English Language Development instruction based on their identified language proficiency level evidenced by their daily schedule
- English Learners increase on 2019 CA School Dashboard for English Learners making progress towards English language proficiency.

State Priority Category B: Pupil Outcomes, Priorities 4

Statement 3:

- Increase by 2% in Core Support as evidenced by Dynamic Indicator of Basic Literacy Skills (DIBELS) All Grades Status Report from MOY 2022 to EOY 2023.

Year: 2021-2022 MOY Scores to Year: 2022-2023 EOY Scores

- Kindergarten: 52% to 54%
- 1st Grade: 56% to 58%
- 2nd Grade: 45% to 47%
- 3rd Grade: 44% to 46%
- 4th Grade: 42% to 45%
- 5th Grade: 56% to 58%

State Priority Category B: Pupil Outcomes, Priorities 8

Statement 4:

- Increase digital literacy by providing rigorous curriculum and instruction in all subject areas as evidenced by collectively increasing their overall performance on the 2022 CAASPP English Language Arts/Literacy Standards and Mathematics Overall Achievement Level in Met or Exceeded.

State Priority Category B: Pupil Outcomes, Priorities 8

Identified Need

Provide Universal Access to Strong Core Instructional Programs implementing standards-aligned instruction including technology materials and educational programs. Provide strategic support and intensive intervention that meet students at their current level and promotes their growth academically. Provide Professional Development, teacher release time for planning, and technology devices and software.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>State Priority 4: Pupil Achievement</p> <p>Priority 4A: Statewide assessments</p> <ul style="list-style-type: none"> English Language Arts/Literacy Met and Exceeded Mathematics Met and Exceeded California Science Test (CAST) 5th Grade overall percentage of students who are proficient and advanced <p>Priority 4D Percentage of EL pupils making progress toward English proficiency</p> <ul style="list-style-type: none"> The percentage of Proficient ELs performance on the English Language Proficiency for Summative ELPAC CAASPP English Language Arts Student Group English Learners Met and Exceeded CAASPP Mathematics Student Group English Learners Met and Exceeded CA School Dashboard English Learners progress towards English proficiency <p>Priority 4E EL Reclassification</p>	<p>State Priority 4: Pupil Achievement</p> <p>Priority 4A: Statewide assessments</p> <ul style="list-style-type: none"> 2021 English Language Arts/Literacy Met and Exceeded 32.16% 2021 Mathematics Met and Exceeded 16.53% 2019 California Science Test (CAST) 5th Grade overall percentage of students who are proficient and advanced 29.93% <p>Priority 4D Percentage of EL pupils making progress toward English proficiency</p> <ul style="list-style-type: none"> The percentage of Proficient ELs performance on the English Language Proficiency for Summative ELPAC 18.81% 2019 CAASPP English Language Arts Student Group English Learners Met and Exceeded 23.07%. 2019 CAASPP Mathematics Student Group English Learners Met and Exceeded 17.50%. 	<p>State Priority 4: Pupil Achievement</p> <p>Priority 4A: Statewide assessments</p> <ul style="list-style-type: none"> 2022 English Language Arts/Literacy Met and Exceeded will increase by 2% to 34.16% 2022 Mathematics Met and Exceeded will increase by 2% to 18.53% 2021 California Science Test (CAST) 5th Grade overall percentage of students who are proficient and advanced will increase by 2% to 31.93%. <p>Priority 4D Percentage of EL pupils making progress toward English proficiency</p> <ul style="list-style-type: none"> The percentage of ELs Making Annual progress in Learning English will increase by 2% to 20.81%. 2022 CAASPP English Language Arts Student Group English Learners Met and Exceeded will increase by 2% to 25.07%. 2022 CAASPP Mathematics Student

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Reclassified Fluent English Proficient (RFEP) rate	<ul style="list-style-type: none"> 2019 CA School Dashboard English Learners progress towards English proficiency 46.2% <p>Priority 4E EL Reclassification Reclassified Fluent English Proficient (RFEP) rate of 7.7% in DataQuest.</p>	<p>Group English Learners Met and Exceeded will increase by 2% to 19.50%.</p> <ul style="list-style-type: none"> 2022 CA School Dashboard English Learners progress towards English proficiency will increase by 2% to 48.2% <p>Priority 4E EL Reclassification Maintain Reclassified Fluent English Proficient (RFEP) rate will increase by 2% to 9.7% in DataQuest.</p>
State Priority 8: Other Pupil Outcomes	<p>State Priority 8: Other Pupil Outcomes</p> <ul style="list-style-type: none"> Dynamic Indicator of Basic Literacy Skills (DIBELS) Composite Score for At or Above Benchmark. <p>Year: 2022 MOY</p> <ul style="list-style-type: none"> Kindergarten: 52% 1st Grade: 56% 2nd Grade: 45% 3rd Grade: 44% 4th Grade: 42% 5th Grade: 56% 	<p>State Priority 8: Other Pupil Outcomes</p> <ul style="list-style-type: none"> Dynamic Indicator of Basic Literacy Skills (DIBELS) Composite Score for At or Above Benchmark will increase by 2%. <p>Year: 2023 EOY</p> <ul style="list-style-type: none"> Kindergarten: 54% 1st Grade: 58% 2nd Grade: 47% 3rd Grade: 46% 4th Grade: 45% 5th Grade: 58%

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Student Groups

Strategy/Activity

Strategy/Activities 1

Provide Universal Access of strong core instructional technology materials and educational programs in support of standards-aligned instructional materials (Tier 1).
 Provide Universal Access of strong core instruction of forty minutes protected English Language Development instruction based on their identified language proficiency level to all English Language Learners (Tier 1).

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
16,666.67	Title I 4000-4999: Books And Supplies Increase technology access to students
399.50	Title I 5800: Professional/Consulting Services And Operating Expenditures On-line Science Program: Mystery Science
177.50	Title I 5800: Professional/Consulting Services And Operating Expenditures On-line ELA Program: StarFall
177.50	Title I 5800: Professional/Consulting Services And Operating Expenditures Headphones

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Provide Universal Access to Strong Core Instructional Programs implementing standards-aligned instructional materials (Tier 1).
 Provide printing material for standards-aligned instructional materials (Tier 1)

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
8,084.65	Title I

	1000-1999: Certificated Personnel Salaries Substitute Release Time for TK-5th & Special Education Teachers
2,250.00	Title I 1000-1999: Certificated Personnel Salaries Substitute Release Time for 3rd-5th & Special Education Teachers (CAASPP)
2,500.00	Title I 4000-4999: Books And Supplies Copy Paper

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Provide specific and systematic support to struggling students (Tier 2, Tier 3).

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

2,000.00

Source(s)

Title I
4000-4999: Books And Supplies
Student Study Team Supplies

Annual Review

SPSA Year Reviewed: 2020-21

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

ANALYSIS

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

Strategy/Activity 1

- Additional technology was purchased for the 2021-2022 school year allowing all students increased access to individual technology at home and in the classroom.
- On-line Science Program: Mystery Science was purchased for the 2021-2022 for schoolwide access to California State Science Standards.
- On-line ELA Program: StarFall was purchased for the 2021-2022 for schoolwide access supporting our California State English Language Arts Standards.

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

There were no major differences between the intended implementation and/or the budgets expenditures to implement the strategies/activities to meet the articulate goal.

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

Strategy/Activity 1

- Additional headphones will be purchased allowing all students increased access to individual technology in the classroom.

Strategy/Activity 2

- Teacher release time will be implemented to allow for teachers in grades TK-5th and special education teachers to analyze and design standards aligned instructional lessons to support all students.
- Copy paper will be used to provide supplemental support to CA standards.

Strategy/Activity 3

- Supplemental support resources will be provided to families of students in the Student Study Team.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

LEA/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.

Goal 2

Due to the COVID-19 pandemic, state law has suspended the reporting of state indicators on the 2020 and 2021 Dashboard.

Statement 1

- Decline in suspensions from 1.1% in 2019 to 1% in 2022
- Maintain expulsion rate of 0%

State Priority 6: School Climate

Statement 2

- Decrease in 2019 Chronic Absenteeism Indicator rates by 0.3%

Student Groups Current chronic absenteeism rate and color of Red or Orange:

- Students with Disabilities 20.9% (Red) to 20.6%
- White 20.1% (Red) to 19.8%
- All Students 15.9% (Orange) to 15.6%
- English Learners 13.5% (Orange) to 13.2%
- Homeless 26.8% (Orange) to 26.5%
- Socioeconomically Disadvantaged 17.4% (Orange) to 17.1%
- African American 17.9% (Orange) to 17.6%
- Hispanic 15.2% (Orange) to 14.9%

State Priority 5: Pupil Engagement

Statement 3:

- Increase parent involvement in Back to School Night, Parent Conferences, Open House and Suburu Parent Teacher Club.
- Increase of 2% parent involvement in English Language Advisory Committee Reclassification Meetings.
- Maintain parent involvement of students with exceptional needs in scheduled annual, initial, triennial, or as needed basis IEP meetings.
- Maintain parent involvement of students with exceptional needs in scheduled annual, initial, or as needed basis 504 meetings.

State Priority 3: Parental Involvement

Statement 4

- Increase of 2% in all areas of 2018-2019 Physical Fitness Test of student in Healthy Fitness Zone

Overall - Summary of Results for 2019

- Aerobic Capacity: 35.9% to 37.9%

Body Composition: 55.7% to 57.7%

Abdominal Strength: 75.6% to 77.6%

Trunk Extension Strength: 96.9% to 98.9%

Upper Body Strength: 61.8% to 63.8%

Flexibility: 75.6% to 77.6%

State Priority Category B: Pupil Outcomes, Priorities 8

Identified Need

Provide an engaging and nurturing environment that is safe, healthy, and conducive to learning by providing access to positive progressive discipline models, professional counseling services, and access to STEAM subjects. Provide Professional Development, teacher release time for planning, and technology devices and software.

Provide strong parent engagement using all available forms of communication including surveys, meetings, and events. Use parent recommendations to improve/increase services for all students.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
State Priority 6: School Climate (Engagement)	State Priority 6: School Climate (Engagement)	State Priority 6: School Climate (Engagement)
Priority 6A: Pupil suspension rates <ul style="list-style-type: none">• Suspension Rate Performance Level for all students on state indicators• Suspension Rate for single indicator with a Performance Level Red	Priority 6A: Pupil suspension rates <ul style="list-style-type: none">• Suspension Rate Indicator 2019 (Five-by-Five Grid) 2018-2019 Suspension Rate• Performance Level Red: African Americans: 9.7%• Performance Level Orange:• Students with Disabilities: 2.3%	Priority 6A: Pupil suspension rates <ul style="list-style-type: none">• Suspension Rate Indicator 2023 (Five-by-Five Grid) 2022-2023 Suspension Rate• Performance Level Red: African Americans: 9.6%• Performance Level Orange:• Students with Disabilities: 2.2%
Priority 6B: Pupil expulsion rate <ul style="list-style-type: none">• CDE DataQuest	Priority 6B: Pupil expulsion rate <ul style="list-style-type: none">• CDE DataQuest 2019-2020 Expulsion Rate 0%	Priority 6B: Pupil expulsion rate <ul style="list-style-type: none">• CDE DataQuest 2022-2023 Expulsion Rate 0%
Priority 6C: Student, parent, staff surveys of sense of safety and school connectedness. <ul style="list-style-type: none">• Participation rates for taking online surveys: 4th-8th grade students Parents/Community	Priority 6C: Student, parent, staff surveys of sense of safety and school connectedness. <ul style="list-style-type: none">• Participation rates for taking online surveys:	Priority 6C: Student, parent, staff surveys of sense of safety and school connectedness. <ul style="list-style-type: none">• Participation rates for taking online surveys:

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	4th-8th grade students: 40% Parents/Community: 3% Staff: 75%	4th-8th grade students: 42% Parents/Community: 5% Staff: 80%
<p>State Priority 5: Pupil Engagement (Engagement)</p> <p>Chronic Absenteeism Rate</p> <ul style="list-style-type: none"> CDE DataQuest Student Subgroups with Chronic Absenteeism Rate of 10% or higher. 	<p>State Priority 5: Pupil Engagement (Engagement)</p> <p>Chronic Absenteeism Indicator 2019 CDE Five-by-Five Grid</p> <ul style="list-style-type: none"> Students with Disabilities 20.9% (Red) White 20.1% (Red) All Students 15.9% (Orange) English Learners 13.5% (Orange) Homeless 26.8% (Orange) Socioeconomically Disadvantaged 17.4% (Orange) African American 17.9% (Orange) Hispanic 15.2% (Orange) <p>CDE DataQuest 2018-2019 Chronic Absenteeism Rate</p> <ul style="list-style-type: none"> Male: 14.0% Female: 17.6% Kindergarten: 25.0% Grades1-3: 13.4% 	<p>State Priority 5: Pupil Engagement (Engagement)</p> <p>Chronic Absenteeism Indicator 2022-2023 CDE Five-by-Five Grid</p> <ul style="list-style-type: none"> Students with Disabilities 20.6% White 19.8% All Students 15.6% English Learners 13.2% Homeless 26.5% Socioeconomically Disadvantaged 17.1% African American 17.6% Hispanic 14.9% <p>CDE DataQuest 2022-2023 Chronic Absenteeism Rate</p> <ul style="list-style-type: none"> Male: 13.7% Female: 17.3% Kindergarten: 24.7% Grades1-3: 13.1%
<p>State Priority 3: Parental Involvement (Engagement)</p> <p>Efforts to seek parent input in decision making, promotion of parent participation in programs for unduplicated pupils and special need subgroups.</p> <p>Priority 3A: Parent involvement in Back to School Night, Parent Conferences, Open House and Suburu Parent Teacher Club.</p>	<p>State Priority 3: Parental Involvement (Engagement)</p> <p>Efforts to seek parent input in decision making, promotion of parent participation in programs for unduplicated pupils and special need subgroups.</p> <p>Priority 3A: 2021-2022 Provided parent involvement in Back to School Night, Parent Conferences, Open House and Suburu Parent Teacher Club.</p>	<p>State Priority 3: Parental Involvement (Engagement)</p> <p>Efforts to seek parent input in decision making, promotion of parent participation in programs for unduplicated pupils and special need subgroups.</p> <p>Priority 3A: 2022-2023 Provide parent involvement in Back to School Night, Parent Conferences, Open House and Suburu Parent Teacher Club.</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>Priority 3B: ELAC/DELAC parent attendance and parent attendance of EL Redesignation Celebration .</p> <p>Priority 3C: Parent involvement of students with exceptional needs in scheduled annual, initial, triennial, or as needed basis IEP meetings and 504 meetings.</p>	<p>Priority 3B: 50% of parents attended ELAC/DELAC and 80% of parents will attended EL Redesignation Celebrations.</p> <p>Priority 3C: Parent involvement of students with exceptional needs in scheduled annual, initial, triennial, or as needed basis IEP meetings and 504 meetings. IEP Meetings: 100% 504 Meetings: 100%</p>	<p>Priority 3B: 52% of parents will attend ELAC/DELAC and 82% of parents will attend EL Redesignation Celebrations.</p> <p>Priority 3C: Parent involvement of students with exceptional needs in scheduled annual, initial, triennial, or as needed basis IEP meetings and 504 meetings. IEP Meetings: 100% 504 Meetings: 100%</p>
<p>State Priority 8: Other Pupil Outcomes</p> <ul style="list-style-type: none"> CA Physical Fitness Report: Overall Summary of Results on DataQuest for 5th Graders Aerobic Capacity Body Composition Abdominal Strength Trunk Extension Strength Upper Body Strength Flexibility 	<p>State Priority 8: Other Pupil Outcomes</p> <ul style="list-style-type: none"> CA Physical Fitness Report: 2019 Overall Summary of Results % Grade 5 Students in Healthy Fitness Zone (HFZ) on DataQuest Aerobic Capacity: 35.9% Body Composition: 55.7% Abdominal Strength: 75.6% Trunk Extension Strength: 96.9% Upper Body Strength: 61.8% Flexibility: 75.6% 	<p>State Priority 8: Other Pupil Outcomes</p> <ul style="list-style-type: none"> CA Physical Fitness Report: 2023 Overall Summary of Results % Grade 5 Students in Healthy Fitness Zone (HFZ) on DataQuest Aerobic Capacity: 37.9% Body Composition: 57.7% Abdominal Strength: 77.6% Trunk Extension Strength: 98.9% Upper Body Strength: 63.8% Flexibility: 77.6%

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Student Groups

Strategy/Activity

Strategy/Activities 1

Provide a part-time counselor to help students overcome problems that impede learning, assist them in educational and personal adjustment, and guidance with outside counseling services.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
32,989.20	Title I 1000-1999: Certificated Personnel Salaries Part-time Counselor
21,992.80	Title I 3000-3999: Employee Benefits Part-time Counselor

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Student Groups

Strategy/Activity

Strategy/Activities 2

Provide Universal Access of strong core instructional technology materials and educational programs in support of standards-aligned instructional materials (Tier 1).

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
16,666.66	Title I 4000-4999: Books And Supplies Increase technology access to students
237.50	Title I 4000-4999: Books And Supplies Headphones

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Provide Universal Access to Strong Core Instructional Programs implementing standards-aligned instructional materials and support (Tier 1).

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

8,084.65

Source(s)

Title I
1000-1999: Certificated Personnel Salaries
Substitute Release Time for TK-5th & Special
Education Teachers

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Provide structured play to promote positive sportsmanship and teamwork, while engaging in social and emotional learning.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

20,000.00

Source(s)

Title I
2000-2999: Classified Personnel Salaries
Structured play during recess.

Annual Review

SPSA Year Reviewed: 2020-21

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

ANALYSIS

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

Strategy/Activity 1

- A part-time counselor was provided to support students overcome problems that impede learning, assist them in educational and personal adjustment, and guidance with outside counseling services.

Strategy/Activity 2

- Additional technology was purchased for the 2021-2022 school year allowing all students increased access to individual technology at home and in the classroom.

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

There were no major differences between the intended implementation and/or the budgets expenditures to implement the strategies/activities to meet the articulate goal.

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

Strategy/Activity 2

- Additional headphones will be purchased allowing all students increased access to individual technology in the classroom.

Strategy/Activity 3

- Teacher release time will be implemented to allow for teachers in grades TK-5th and special education teachers to analyze and design standards aligned instructional lessons to support all students.

Strategy/Activity 4

- Provide structured play to promote positive growth in attendance rates, decrease in student suspension and expulsion.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

The district 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.

Goal 3

Due to the COVID-19 pandemic, state law has suspended the reporting of state indicators on the 2020 and 2021 Dashboard.

Statement 1:

Provide professional learning in differentiated instruction.

State Priority 1: Basic Services

Statement 2:

Provide professional learning on ELD standards and effective evidence-based English learner instructional strategies, and will implement this learning in all curricular areas. Supplemental Program.

State Priority 1: Basic Services

Statement 3:

Purchase and implement state adopted standards-based CCSS instructional materials (textbooks, supplemental, consumables, etc.) in ELA/ELD, math, and NGSS if available.

State Priority 2: Implementation of State Standards

Statement 4:

Educational technology access will be supported by providing all low income, foster youth, and English Learners with digital resources such as chromebooks.

State Priority 7: Course Access

Identified Need

Provide Professional Development, teacher release time for planning, and technology devices and software.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
State Priority 1: Basic Services	State Priority 1: Basic Services	State Priority 1: Basic Services
Priority 1A Teachers appropriately assigned and fully credentialed.	Priority 1A 98% of teachers appropriately assigned and fully credentialed.	Priority 1A Increase of 2% of teachers appropriately assigned and fully credentialed for a 100%.
Priority 1B		

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>Maintain student access to instructional materials: Compliance on Williams.</p> <p>Priority 1C Strive for Suburu School Facilities rating.</p>	<p>Priority 1B: Maintain student access to instructional materials: 100% compliance on Williams.</p> <p>Priority 1C: Strive for Suburu School Facilities rating of Exemplary Repair.</p>	<p>Priority 1B: Maintain student access to instructional materials: 100% compliance on Williams.</p> <p>Priority 1C: Strive for Suburu School Facilities rating of Exemplary Repair.</p>
<p>State Priority 2 Implementation of Standards (determined by the Academic Program Survey Tool)</p> <p>Priority 2A Level of implementation of all state content and performance standards for all pupils.</p> <p>Priority 2B EL students receive daily instruction in designated and integrated ELD in all content areas.</p>	<p>State Priority 2 Implementation of Standards (determined by the Academic Program Survey Tool)</p> <p>Priority 2A Level of implementation of all state content and performance standards for all pupils is 100%</p> <p>Priority 2B</p> <ul style="list-style-type: none"> • EL students receive daily instruction in designated and integrated ELD in all content areas is 100%. • Donald E. Suburu Daily Schedule: 2019-2020 Daily Schedule of forty minutes protected English Language Development instruction based on their identified language proficiency level. 	<p>State Priority 2 Implementation of Standards (determined by the Academic Program Survey Tool)</p> <p>Priority 2A Maintain level of implementation of all state content and performance standards for all pupils at 100%</p> <p>Priority 2B</p> <ul style="list-style-type: none"> • Maintain EL students receiving daily instruction in designated and integrated ELD in all content areas at 100%. • Donald E. Suburu Daily Schedule: 2020-2021 Daily Schedule of forty minutes protected English Language Development instruction based on their identified language proficiency level.
<p>State Priority 7: Course Access</p> <p>Priority 7A: Students have access to a broad course of study offered by district.</p> <p>Priority 7B: Unduplicated pupils are provided with programs and services based on state</p>	<p>State Priority 7: Course Access</p> <p>Priority 7A: 100% of students have access to a broad course of study offered by district.</p> <p>Priority 7B: 100% of unduplicated pupils are provided with programs and</p>	<p>State Priority 7: Course Access</p> <p>Priority 7A: Maintain 100% of students who have access to a broad course of study offered by district.</p> <p>Priority 7B: Maintain 100% of unduplicated pupils that are</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
standards and student needs as indicated by local assessments. Priority 7C: Students with exceptional needs are provided programs and services that are based on IEP, state standards, and student needs as indicated by local assessments.	services based on state standards and student needs as indicated by local assessments. Priority 7C: 100% of students with exceptional needs are provided programs and services that are based on IEP, state standards, and student needs as indicated by local assessments.	provided with programs and services based on state standards and student needs as indicated by local assessments. Priority 7C: Maintain 100% of students with exceptional needs who are provided programs and services that are based on IEP, state standards, and student needs as indicated by local assessments.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Student Groups

Strategy/Activity

Strategy/Activities 1

Provide Universal Access to Strong Core Instructional Programs implementing standards-aligned instructional materials (Tier 1).

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

399.50

Source(s)

Title I
5800: Professional/Consulting Services And
Operating Expenditures
On-line Science Program: Mystery Science

177.50

Title I
5800: Professional/Consulting Services And
Operating Expenditures
On-line ELA Program: StarFall

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Student Groups

Strategy/Activity

Provide Universal Access to strong core instructional programs implementing standards-aligned instructional materials (Tier 1).

Provide Universal Access of strong core instruction of forty minutes protected English Language Development instruction based on their identified language proficiency level to all English Language Learners (Tier 1).

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

16,666.66

Source(s)

Title I
4000-4999: Books And Supplies
Increase technology access to students

237.50

Title I
4000-4999: Books And Supplies
Headphones

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Provide high quality professional development to support standards-aligned instructional materials (Tier 1, Tier 2, Tier 3).

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

4,814.66

Source(s)

Title I
5800: Professional/Consulting Services And
Operating Expenditures
PD for certificated and classified staff.

2,000.00

Title I
5800: Professional/Consulting Services And
Operating Expenditures
PD for parents and families.

Annual Review

SPSA Year Reviewed: 2020-21

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

ANALYSIS

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

Strategy/Activity 1

- On-line Science Program: Mystery Science was purchased for the 2021-2022 for schoolwide access to California State Science Standards.
- On-line ELA Program: StarFall was purchased for the 2021-2022 for schoolwide access supporting our California State English Language Arts Standards.

Strategy/Activity 2

- Additional technology was purchased for the 2021-2022 school year allowing all students increased access to individual technology at home and in the classroom.

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

There were no major differences between the intended implementation and/or the budgets expenditures to implement the strategies/activities to meet the articulate goal.

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

Strategy/Activity 2

- Additional headphones will be purchased allowing all students increased access to individual technology in the classroom.

Strategy/Activity 3

- Provide high quality professional development to support standards-aligned instructional materials and support.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 4

Identified Need

Annual Measurable Outcomes

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
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Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 5

Identified Need

Annual Measurable Outcomes

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

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
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Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$156,522.45
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$156,522.45

Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
Title I	\$156,522.45

Subtotal of additional federal funds included for this school: \$156,522.45

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

State or Local Programs	Allocation (\$)
-------------------------	-----------------

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

Total of federal, state, and/or local funds for this school: \$156,522.45

School Site Council Membership

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

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

Name of Members	Role
Alice Kinyua	Parent or Community Member
Blanca Ochoa	Parent or Community Member
Jessica Abdool	Parent or Community Member
Lucila Piedra-Moreno	Parent or Community Member
Grecia Culberston	Parent or Community Member
Tara Carr	Other School Staff
Valerie Hudson	Principal
Kelly Harmon	Classroom Teacher
Samuel Lopez	Classroom Teacher
Casey Briggs	Classroom Teacher

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on March 31, 2022.

Attested:

Principal, Valerie Hudson on 3/31/2022

SSC Chairperson, Casey Briggs on 3/31/2022

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

[Stakeholder Involvement](#)

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

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

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

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

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

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Stakeholder Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

Budget Summary

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

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

Budget Summary

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

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

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

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

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

Developed by the California Department of Education, January 2019

**INTERN PROGRAM AGREEMENT BY AND BETWEEN
LAKESIDE UNION SCHOOL DISTRICT AND
CALIFORNIA STATE UNIVERSITY, BAKERSFIELD**

A. General

This AGREEMENT is entered into by and between Lakeside Union School District (“SD”) and the California State University, Bakersfield (“University”) with regard to the Intern Program (as defined below).

B. Parameters

The term of this Agreement shall be July 1, 2022 through June 30, 2026 (“Term”), unless the AGREEMENT is earlier terminated in accordance with the provisions of this AGREEMENT. If modifications to the AGREEMENT are necessary during the Term, the modifications will be added to this AGREEMENT in writing by mutual agreement of the parties.

C. Purpose

The purpose of this AGREEMENT is to establish a formal working relationship between the parties to this AGREEMENT and to set forth the operative conditions, which will govern this partnership. SD and University will form a partnership to provide coordinating services as part of the Intern Program, serving multiple subject, single subject, and special education interns (“Interns”), hereafter referred to as the “Intern Program.” The purpose of the Intern Program is to place Interns in full-time teaching jobs with SD while the Interns take courses offered by University for the California Preliminary Credential. The parties acknowledge that to SD will also form similar partnerships with other local universities.

The University shall provide Interns that meet the coursework, Basic Skills passage and other applicable prerequisites required by the CCTC before such Interns can participate in the Intern Program. Furthermore, each Intern shall possess a valid California teaching credential also known as an “Intern Credential.”

Each Intern shall be an employee of SD once it is determined that each Intern meets the applicable requirements and SD hires the Intern.

D. Responsibilities – General

SD agrees to:

1. Provide an administrator to perform administrative duties needed for the Intern Program.
2. Provide a program specialist to perform services needed for the Intern Program.
3. Provide a clerical assistant to provide clerical support for the clerical needs of the Intern Program.
4. Provide workspace for the administrator, program specialist, and clerical assistant in order to meet the needs of the Intern Program.

5. Provide a process for the distribution of services to Interns including coaching, initial teacher training classes, and on-going professional development.
6. Establish and maintain accurate records and reports.
7. Participate in the Teacher Education Advisory Committee (TEAC).
8. Provide a mentor teacher that possesses a valid, corresponding life or clear teaching credential and a minimum of three years of successful teaching.
9. Participate in Intern Program evaluation.
10. Provide a site administrator with a minimum of a preliminary California Administrative credential.
11. Provide site-administrator training.
12. Select Interns and SD support providers to participate in the Intern Program.
13. Assign site mentors and other support personnel based on the requirements outlined by the CCTC in PSA 13-06.
14. Ensure that Interns are supported by a SD Intern support provider with a minimum of a weekly one-hour coaching meeting.
15. Ensure Interns receive additional individualized support that when combined with the weekly coaching meeting totals a minimum of 120 hours of support per school year toward the 144 hours of support as outlined by the CCTC in PSA 13-06.
16. Ensure Interns entering the program without a valid English learner authorization listed on a previously issued Multiple Subject, Single Subject, or Education Specialist Teaching Credential or a valid English Learner Authorization or Crosscultural, Language and Academic Development (CLAD) Certificate receive 30 hours of support in the knowledge and skills in the instruction of English learners toward the 45 hours of support as outlined by the CCTC in PSA 13-06.
17. Identify a certificated employee immediately available to assist the intern teacher with planning lessons that are appropriately designed and differentiated for English learners, for assessing language needs and progress, and for support of language accessible instruction through in-classroom modeling and coaching as needed.
18. Ensure that all SD and site administrative staff respects the confidentiality between the support provider and the Interns. Intern activities will not have a relationship to SD teacher evaluation.

University agrees to:

1. Designate a member of the faculty in teacher education to work with the Intern Program as a liaison.
 - This liaison will serve on the advisory committee, inform appropriate University personnel of Intern Program activities, and participate in appropriate concerns of local Intern projects.
 - The University will assume the cost of a faculty member as a liaison.
2. Provide the Intern Program with a resource list of professional development providers who would be available to be contracted to provide in-service education and/or to consult in areas of need as designated by the Intern Program.
3. Provide Interns and support providers with schedules of course offerings as well as other conferences and workshops sponsored by the University.
4. Provide coursework to Interns who enroll in the Intern Program, maintain University requirements for coursework and pay University tuition.

5. Ensure Interns receive individualized support that totals a minimum of 24 hours of support per school year toward the 144 hours of support as outlined by the CCTC in PSA 13-06.
6. Ensure Interns entering the program without a valid English learner authorization listed on a previously issued Multiple Subject, Single Subject, or Education Specialist Teaching Credential or a valid English Learner Authorization or Crosscultural, Language and Academic Development (CLAD) Certificate receive 15 hours of support in the knowledge and skills in the instruction of English learners toward the 45 hours of support as outlined by the CCTC in PSA 13-06.
7. Provide advising and transitional assistance to Interns preparing to enter the Beginning Teacher Support and Assessment or the Clear Education Specialist Induction Program.
8. Participate in Intern Program evaluation activities.
9. Immediately notify SD in the event that an Intern is not maintaining enrollment and/or responsibilities in the courses to complete the Intern Program.

E. Responsibilities – Fiscal

SD, in its capacity as LEA, agrees to:

1. Provide overall fiscal responsibility for the administration of the SD intern program, and submit documentation requested by the CCTC and/or California Department of Education.
2. Develop and maintain a budget that allocates resources sufficient to meet the cost of implement its Intern Program responsibilities listed above.

F. ASSESSMENT

1. District must provide the candidate with support to complete required Clinical Practice Observations and the Teacher Performance Assessment. This may include supporting the candidate in evidence gathering and video capture, and support for obtaining media releases and permissions.
2. The University agrees that no video recording of any intern will occur without prior written notification by the intern of the name of the intern as well as the date, time, and location of the video recording to the principal of the school where the video recording is to take place and without the written approval of the principal to said recording; subject to the parent/guardian authorizations set forth in section F. e) of this agreement.
3. The University agrees that the University, its interns, independent contractors, agents or employees, will fully comply with all applicable laws, lawful rules, regulations and orders promulgated under or by the SD's Board of Education, the California Education Code, the California Department of Education, the Commission on Teacher Credentialing, the U.S. Department of Education, and any other state or federal regulatory agencies relating to the assessment of interns.

Upon failure of the University to fulfill the requirements herein imposed, SD may terminate this Agreement forthwith. Compliance by the University's interns, agents, employees, or independent contractors shall be the sole responsibility of the University.

4. The control, supervision, evaluation and/or direction of all interns and any other University personnel in connection with the assessment of the interns, including, but not limited to, all classroom video recording of the interns, shall be at the University's sole discretion. The University shall pay all such University personnel for those services and expenses, and shall be responsible for all health and welfare benefits, subsistence allowance, payroll deduction, tax withholdings, tax assessments, workers' compensation insurance and other premiums and payments due by reason of employment or payment of wages or other earnings to each such persons so employed by the university.
5. The University agrees that no video recording of any SD student shall be permitted or occur without the express written approval and authorization from the district or students' parent/guardian. The University shall be solely responsible for obtaining and maintaining all parent/guardian written approvals for the video recording of any SD student. The University shall create the parent/guardian approval for video recording form which may be approved by the SD before being delivered to any parent/guardian of any SD student.
6. University Responsibility for Assessment:
 - a. The University shall be solely responsible for the direction and control of any person involved in the assessment of the intern it shall hire, including their conforming to all rules and regulations of the SD's Board of Education, the California Department of Education, the Commission on Teacher Credentialing, the U.S. Department of Education, and all other regulatory bodies.
 - b. The University shall be solely responsible for identifying all SD students whose parents or guardians have not provided the University with written approval required under section F. 4. of this Agreement and preventing any video recording of such student at any time.

G. Other Conditions

University understands and agrees that all materials and products developed under this AGREEMENT by the Intern Program shall become the exclusive property of SD and cannot be used without SD'S express written permission. SD shall have all right, title and interest in said matters, including the right to secure and maintain the copyright, trademark and/or patent of said matter in the name of SD. University, its employees, staff and subcontractors shall not have the right to disseminate market or otherwise use the above-described products without the express written permission of SD.

H. Termination

SD may, at any time, with or without reason, terminate this AGREEMENT. Written notice by SD shall be sufficient to stop further performance by University. Notice shall be deemed given when received by the University or no later than three (3) days after the day of mailing,

whichever is sooner.

I. Indemnification

Each party hereby agrees to indemnify, defend and hold harmless the other party and the other party's agents, officers, employees, volunteers and authorized representatives from any and all losses, liabilities, costs, expenses, charges, damages, claims, liens, and causes of action, of whatsoever kind or nature (including, but not limited to, reasonable attorneys' fees) which are in any manner directly or indirectly caused, occasioned, or contributed to in whole or in part, through any act, omission, fault, or negligence of the indemnifying party or the indemnifying party's officers, agents, employees, or authorized representatives, which relates in any manner to this Agreement, any work to be performed by the indemnifying party under this Agreement, or any authority delegated to the indemnifying party under this Agreement, unless the same is caused by the sole negligence or willful misconduct of the party indemnified or held harmless. Without limiting the generality of the foregoing, the same shall include injury or death to any person or persons and damage to any property, regardless of where located, including the property of District.

J. Insurance

The University shall procure and maintain at all times it performs under the terms of this AGREEMENT the following insurance with adequate minimum limits.

1. Commercial General Liability and Automobile Liability Insurance. Commercial General Liability Insurance and Auto Automobile Liability Insurance that shall protect the University, the SD, and the State from all claims of bodily injury, property damage, personal injury, death, advertising injury, and medical payments arising performing any portion of the Services.
2. Workers' Compensation and Employers' Liability Insurance. Workers' Compensation Insurance and Employers' Liability Insurance for all of its employees performing under the terms of this AGREEMENT. In accordance with provisions of section 3700 of the California Labor Code, the University shall be required to secure workers' compensation coverage for its employees. If any class of employee or employees engaged in performing under this AGREEMENT are not protected under the Workers' Compensation Statute, adequate insurance coverage for the protection of any employee(s) not otherwise protected must be obtained before any of those employee(s) commence performing under the terms of this AGREEMENT.

K. Security Clearance

University shall be responsible for ensuring compliance for with all applicable fingerprinting and criminal background investigation requirements described in Education Code Section 45125.1. University's responsibility shall extend to all employees, Intern Program staff, and subcontractors, regardless of whether such individuals are paid or unpaid, and/or acting as independent contractors of the University. University shall not permit any employee, Intern Program staff, or subcontractors to have any contact with SD students until University has verified in writing to the Governing Board of

SD that such person has not been convicted of a felony, as defined in Education Code Section 45125.1. Verification of compliance with this section shall be provided in writing to the SD prior to each individual's commencement of employment or participation in the Intern Program and prior to permitting contact with students participating in the Intern Program.

L. COVID-19

District and University are aware of and informed about the hazards currently known to be associated with the novel coronavirus referred to as "COVID-19". District and University are familiar with and informed about the Centers for Disease Control and Prevention (CDC) current guidelines regarding COVID-19 as well as applicable federal, state and local governmental directives regarding COVID-19. District and University are, to the best of its knowledge and belief, is in compliance with those current CDC guidelines and applicable governmental directives. If the current CDC guidelines or applicable government directives are modified, changed or updated, the District and University will take steps to comply with the modified, changed or updated guidelines or directives. If at any time District or University becomes aware that it is not in compliance with CDC guidelines or an applicable governmental directive, it will notify the District or University of that fact.

IN WITNESS THEREOF, the authorized representative of the parties has made and executed this Agreement the day and year first written above.

DISTRICT

By: _____
Name: _____
Title: _____

Notice to District shall be addressed as follows:

Lakeside Union School District
Attn: Superintendent
14535 Old River Road
Bakersfield, CA 93311

UNIVERSITY

By _____
Marina Manzano
Director of Procurement, Contracts & Distribution Services

Notices to University shall be addressed as follows:

California State University, Bakersfield
Attn. Crystal Jenkins
Procurement & Contract Services
34AW, 9001 Stockdale Hwy.
Bakersfield, CA 93311-1022

CLINICAL PRACTICE AGREEMENT
BETWEEN CALIFORNIA STATE UNIVERSITY, BAKERSFIELD
AND LAKESIDE UNION SCHOOL DISTRICT

This Agreement is entered into between the Trustees of the California State University on behalf of California State University, Bakersfield (CSUB), hereinafter called University, and Lakeside Union School District, hereinafter called District. The University and District are referred to collectively as the Parties.

SECTION 1 PURPOSE OF AGREEMENT

1.1 **Purpose.** The District will provide teaching experience through Clinical Practice teaching to teacher candidates enrolled in the University's teacher training curricula.

1.2 **Definition of Clinical Practice.** Clinical Practice means active participation in the duties and functions of classroom practice teaching within the District, under the direct supervision and instruction of employees of the District who hold valid Life or Clear California teaching credentials that authorize those District employees to serve as classroom teachers in the school(s) or class(es) in which practice teaching is provided.

SECTION 2 GENERAL CLINICAL PRACTICE PROGRAM REQUIREMENTS

2.1 **Term of Agreement.** This Agreement shall be effective July 1, 2022 and remain in effect until termination on June 30, 2026.

2.2 **Termination of a Teacher Candidate's Clinical Practice Assignment.** The District may, for good cause, refuse to accept the assignment of any University teacher candidate assigned to a Clinical Practice assignment in the District and, upon the request of the District and a showing of good cause, the University shall terminate the assignment of that teacher candidate in the District.

SECTION 3 RESPONSIBILITIES OF SCHOOL DISTRICT

3.1 **Clinical Practice Assignments.** The District shall provide to University teacher candidates the opportunity for practice teaching in schools and classes within the District. Such practice teaching shall be provided in schools or classes of the District and under the direct supervision and instruction of such employees of the District as the District and the University (through their authorized representatives) may mutually determine. The matching of candidate and district-employed supervisor will be a collaborative process between the school district and the program. For Multiple Subject, Single Subject, and Special Education programs, Clinical

Practice is guided by the California Commission on Teacher Credentialing requirements and the University program requirements. The district agrees to allow the Teacher Candidate to complete clinical practice in line with these requirements.

3.2 Length of Clinical Practice Assignments. The District shall make available to each University teacher candidate presented to it a Clinical Practice assignment of approximately 16 weeks, except that a Clinical Practice assignment in an early childhood special education setting shall be for approximately sixty (60) hours per term. The minimum amount of District support and guidance will be 5 hours per week.

3.3 Effect of Absence From Assigned Practice Teaching. An absence by a teacher candidate from assigned practice teaching shall not be counted as absences in computing the semester units of Clinical Practice provided to the teacher candidate by the District.

3.4 Acknowledgement of Videotaping. The District acknowledges that one or more teacher candidates may be evaluated through the use of videotape or other recording of a portion of the Clinical Practice assignment, and agrees that such recording may take place in each such class in accordance with this Agreement and all applicable laws, including the completion of Student Release Forms. The District, or any school or class within it, will not hinder the teacher candidate in obtaining fully executed Student Release Forms as required.

3.5 Maintenance of Student Release Forms. To the extent that the District, or any school within it, has parents or guardians of students in classes subject to Clinical Practice assignments complete the California Teaching Performance Assessment Student Release Form (Attachment 2) or other similar form at the beginning of a school term and maintains them at the school or District, then the District shall complete the Administrator Release Form and provide a fully-executed copy of it to the University for maintenance in the University's files for the required length of time.

3.6 Site-based Personnel. The District acknowledges that the site will have a fully qualified administrator and the site supervisor will have a Life or Clear California credential and will have a record of a minimum of three years of exemplary teaching. Site supervisors will verify or participate in 10 hours of University provided orientation.

SECTION 4 RESPONSIBILITIES OF THE UNIVERSITY

4.1 Qualified Teacher Candidates. The University shall ensure that each teacher candidate assigned to the District will have, by the effective date of the Clinical Practice assignment, satisfactorily completed the prerequisites for Clinical Practice assignments as set forth in the University's teacher training curricula.

4.2 Assignments of Teacher Candidates to District. The University shall, in its sole discretion, assign one or more teacher candidates to the District for Clinical Practice assignments. Such teacher candidate assignment will be effective as of the date on which the teacher candidate is presented by a representative of the University to the designated proper

authority of the District. The University may assign a teacher candidate to more than one Clinical Practice assignment.

4.3 **Teacher Candidate Record Maintenance.** The University shall maintain records relating to each Clinical Practice teacher candidate for the period required for retention of such records (but at a minimum, through the term of this Agreement), including records of (1) a negative TB test; (2) CBEST scores; (3) the Certificate of Clearance issued by the State of California (which includes fingerprint clearance from the Department of Justice) (4) the Teacher Candidate Acknowledgement, Release of Liability, and Promise Not to Sue; and (5) Mandated Reporter Training.

4.4 **Evaluation of Teacher Candidates.** The University will be responsible for evaluating each teacher candidate who is assigned to the District in accordance with the University teacher training curricula.

4.5 **Training for Site-based Supervisors.** The University will provide District employed site supervisors (cooperating teachers) a minimum of 10 hours of initial orientation to the program curriculum, about effective supervision approaches such as cognitive coaching, adult learning theory, and current content-specific pedagogy and instructional practices. The program will document and ensure district employed supervisors remain current in the knowledge and skills for candidate supervision and program expectations.

SECTION 5 INSURANCE AND INDEMNIFICATION

5.1 **Insurance.** Each Party shall maintain in effect for the term of this Agreement the following policies of insurance (or provide evidence upon request of self-insurance sufficient to cover the following): (1) commercial general liability insurance with single combined limits of no less than \$1,000,000 per occurrence; (2) professional liability insurance; and (3) worker's compensation insurance as required under state law; except that the teacher candidates are not considered employees of the District and thus the District is not responsible for worker's compensation insurance for the teacher candidates.

5.2 **Indemnification.** The State of California, the Trustees of the California State University, CSU Bakersfield, their officers, agents and employees shall be responsible for the damages caused by the negligence of their officers, agents and employees occurring in the performance of this Agreement, except as otherwise provided in the Teaching Candidate Acknowledgment, Release of Liability and Promise Not to Sue (which will be executed by each teacher candidate prior to the start of that teacher candidate's Clinical Practice Assignment) as set forth in Attachment 1. The District, their officers, agents and employees shall be responsible for damages caused by the negligence of its officers, agents, and employees occurring in the performance of this Agreement. It is the intention of the Parties that the provisions of this paragraph be interpreted to impose on each Party the responsibility for the negligence (active or passive) of their respective officers, agents and employees.

5.3 **COVID-19.** District and university are aware of and informed about the

hazards currently known to be associated with the novel coronavirus referred to as “COVID-19”. District and University are familiar with and informed about the Centers for Disease Control and Prevention (CDC) current guidelines regarding COVID-19 as well as applicable federal, state and local governmental directives regarding COVID-19. District and University are, to the best of its knowledge and belief, is in compliance with those current CDC guidelines and applicable governmental directives. If the current CDC guidelines or applicable government directives are modified, changed or updated, the District and University will take steps to comply with the modified, changed or updated guidelines or directives. If at any time District or University becomes aware that it is not in compliance with CDC guidelines or an applicable governmental directive, it will notify the District or University of that fact.

SECTION 6 GENERAL TERMS

6.1 **Independent Status.** This Agreement is between two independent entities and is not intended to, and shall not be construed to, create the relationship of agent, servant, employee, partnership, joint venture or association.

6.2 **Non-Discrimination.** The District shall not engage in any discriminatory practices in its performance under this Agreement, including its employment practices, on the basis of sex, race, color, religion, national origin, ethnic group, marital or parental status, ancestry, age, sexual orientation, or physical or mental disability or perception of one or more of such characteristics.

6.3 **Notices.** Any notices under this Agreement must be in writing and sent by U.S. mail and email as follows:

To the University: California State University, Bakersfield, 9001 Stockdale Hwy,
Bakersfield CA 93311; cjenkins@csub.edu

To the District: Lakeside Union School District, 14535 Old River Rd., Bakersfield,
CA 93311

6.4 **Construction of Agreement.** This Agreement, together with its attachments, contains the entire agreement between the parties and shall not be modified, amended, or supplemented, or any rights waived, unless such amendment or modification is in writing, refers to this Agreement, and is executed by an authorized representative of each party. This Agreement shall be construed in accordance with and governed by the laws of the State of California. This Agreement supersedes any and all previous agreements, whether written or oral, between the Parties. If any section of provision of this Agreement is held illegal, unenforceable, or in conflict with any law by a court of competent jurisdiction, such section or provision shall be deemed severed and the validity of the remainder of this Agreement shall not be affected.

TCH0809

By signature below, each Party acknowledges its agreement with the terms and conditions of this Agreement and each signatory represents and warrants that she/he is authorized to sign on behalf of and to bind her/his Party to all of the terms and conditions of this Agreement.

California State University, Bakersfield

Lakeside Union School District

By: Marina Manzano

By:

Title: Director of Procurement, Contract &
Distribution Services

Title:

Date:

Date:

CERTIFICATION

I, the duly appointed and acting Clerk or Secretary of the Governing Board of the School District listed below, do hereby certify that the following is a true and exact copy of a portion of the Minutes of the regular meeting of the Governing Board held on _____.

It was moved, seconded and carried that the attached contract with the Trustees of the California State University, under which the University may assign teacher candidates in the District for practice teaching, be approved; and that TCH0809 is hereby authorized to execute the contract.

District: Lakeside Union School District

County: Kern

By: _____

Clerk / Secretary of the Governing Board of the School District



LAFETRA COLLEGE OF EDUCATION
FIELDWORK AGREEMENT

This Agreement is made and entered into this 1st day of April, 2022 by and between **Lakeside Union School District** (District) and University of La Verne (University) to set forth the terms and conditions under which District and University will jointly undertake an affiliation to provide fieldwork experiences through directed teaching, practicum experiences and/or fieldwork experiences to its students enrolled in the University's undergraduate and graduate programs.

Undergraduate Level Programs

Child Development
Educational Studies

Graduate Level Programs

Administrative Services Credential Candidates
Administrative Services Intern Credential Candidates
Child Development
Educational Counseling Credential/ Masters Candidates
Educational Counseling Intern Credential Candidates
Education Specialist: Mild/Moderate Preliminary Credential Candidates
Education Specialist: Mild/Moderate Preliminary Intern Credential Candidates
Multiple Subject and Single Subject Credential Candidates
Multiple Subject and Single Subject Intern Credential Candidates
School Psychology Credential Candidates
School Psychology Intern Credential Candidates

In consideration of the mutual covenants and agreements contained herein, the sufficiency of which is hereby acknowledged, University and District agree as set forth below.

GENERAL PROVISIONS

1. Description of Fieldwork Experiences. The University is accredited by the California Commission on Teacher Credentialing (CCTC) as a credential granting institution and desires to provide fieldwork experiences through directed teaching, practicum experiences and/or fieldwork experiences to its students enrolled in the University's undergraduate programs: Educational Studies and Child Development programs and graduate programs: Multiple and Single Subject Teacher Education program, Education Specialist program, Child Development program, Educational Counseling program, School Psychology program, and Administrative Services program curricula.

2. Intern Programs. The University of La Verne's LaFetra College of Education offers Internship Programs in Multiple and Single Subject Teaching, Education Specialist Mild/Moderate, School Counseling, School Psychology, and Administrative Services for qualified students. These internship programs provide a process whereby selected, qualified individuals may be employed as multiple and single subject teachers, education specialist teachers, counselors, psychologists, and school administrators in participating public schools and concurrently meet the University of La Verne's requirements in professional education. These internship requirements are consistent with the current multiple and single subject teaching, education specialist teaching, counseling, psychology, and administrative services credential programs; provisions detailed in Exhibit 1.

Under this contract, the District shall provide intern experiences for the Multiple and Single Subject credential program, Education Specialist program, Educational Counseling program, School Psychology program, and the Administrative Services program.

3. Compensation. It has been determined between the Parties hereto that the payments for Multiple and Single Subject candidates and Education Specialist candidates be made to the District under this agreement do not exceed the actual cost of the District of the services rendered by the District and that there is an understanding that the University does not provide stipends to the District for Educational Counseling, School Psychology, Administrative Services, Educational Studies and Child Development programs;

Introductory Supervised Teaching - \$150.00 per student teaching assignment for each student in full-day introductory directed teaching.

Advanced Supervised Teaching - \$150.00 per student teaching assignment for each student in full-day directed teaching.

Intern Teaching: Multiple and Single Subject and Education Specialist School-Site Support Providers receive a stipend of \$200 for each semester they have an intern.

4. Nondiscrimination. The parties agree that they shall not discriminate in any of their programs or contracts against any person because of race, color, religion (creed), sex, gender identity or expression, sexual orientation, national origin (ancestry), disability, age, genetic information, marital status, citizenship, pregnancy or maternity, protected veteran status, or any other status protected by applicable national, federal, state, or local law.

UNIVERSITY'S RESPONSIBILITIES

5. Academic Program Administration. University will be responsible for coordination and administration of the Students' academic experience. University shall have full authority to determine the requirements for each Student's matriculation and participation in their program, and for decisions regarding grading, awarding of academic credit, and the awarding of credentials and degrees.

Program Curriculum and Administration. University shall design and deliver to District the curriculum for the student's program, including development of Student learning objectives, evaluation criteria, reporting requirements, orientation plan, and identification of appropriate learning activities during placement at District. University shall also assure the quality of the placement, and modify it as needed to reflect evaluative input received from District.

5.1 University Policies. University shall provide Placement Site a statement of its policies on illness and injury, time loss for special events, class attendance requirements, and any other policy applicable to Student performance during their fieldwork experience.

5.2 Evaluation Tools. University will provide forms for the evaluation of Students or develop student performance evaluation tools in conjunction with District.

6. Faculty Liaison. University will designate an appropriately qualified and credentialed faculty member to coordinate and act as the Faculty Liaison with Placement Site, who shall be responsible for the Students. University agrees to

notify Placement Site in writing of any change of its Faculty Liaison. School's liaison will coordinate with the Placement Site Supervisor and/or designated Placement Site contact at the beginning and end of the placement experience to solicit Placement Site input regarding the Fieldwork Program.

7. Students. University will select and adequately prepare Students for participation in the Fieldwork Program at Placement Site and will notify Placement Site in writing of any change in a Student's status.

7.1 Academic Information. University will provide and maintain records and reports of Students as necessary to conduct the education of the Students and will provide Placement Site information pertaining to relevant education and training for all Students participating in the Fieldwork Program.

7.2 Additional Required Documentation. Prior to the arrival of Students at the Placement Site, University will verify that Student has satisfied any and all screening and placement requirements required by Placement Site. Prior to any University student entering a District Placement Site to complete fieldwork, practicum, or supervised teaching, he/she must have TB clearance and be cleared by the state with either a Certificate of Clearance or other form of DOJ clearance.

7.3 Discipline. University agrees to discipline Students willfully violating Placement Site rules, policies, procedures, or standards of professional conduct.

8. Adherence to Placement Site Policies. University shall require that Students adhere to Placement Site rules, policies, procedures, and standards of professional conduct.

8.1 Identification. If required by Placement Site, University shall require that Students wear Placement Site identification tags.

9. Withdrawal and/or Removal of Students. University is responsible for removal and withdrawal of a Student from the Fieldwork Program if Placement Site or University determines that the Student's performance is inadequate, including, but not limited to, instances of inappropriate behavior, malpractice or unethical conduct. Notwithstanding the foregoing, should a Student's performance at any time be determined by Placement Site to be unacceptable, Placement Site shall have the right to immediately correct the situation, which may include a demand for removal of the Student from Placement Site facilities, and University agrees to honor any such demand.

10. Insurance. University shall carry and maintain at least \$1,000,000 per occurrence and \$3,000,000 in General Aggregate commercial general liability insurance and provide District with an additional covered party endorsement naming the District as an additional covered party. Copies of renewal notices during the term of this contract must be provided to the District within thirty (30) days to keep the contract in force. If the University changes insurance carriers, District must be notified thirty (30) days prior to change.

DISTRICT'S RESPONSIBILITIES

11. Fieldwork Learning Experience. The District will provide experiences through fieldwork and directed teaching for Multiple Subject, Single Subject and Education Specialist candidates. The district will provide practicum and fieldwork experiences for Educational Counseling, School Psychology, and Administrative Services candidates. Educational Studies candidates shall be provided fieldwork experiences, and Child Development candidates shall be provided fieldwork and supervised teaching experiences. These experiences will be provided in schools and classes of the District, for students of the University who qualify for such assignments, under the direct supervision and instruction of such credentialed employees of the District, as the District and the University, through their duly authorized representatives, may agree upon.

Directed teaching for Multiple and Single Subject credential candidates shall be deemed to include all supervised student teaching in the University's two supervised teaching courses.

12. Placement Site Supervisors. In accordance with the specific terms of the applicable letter agreement, District and/or Placement Site, will designate in writing Placement Site Supervisors to supervise the learning experiences of the Students, and will designate in writing at least one person to serve as contact with University personnel to assure mutual participation in and review of the Fieldwork Program and Student progress. Placement Site will notify appropriate University program in writing of any change or proposed change of the Placement Site Supervisor or designated contact person.

Programs as used herein and elsewhere in this agreement means active participation in the duties and functions of either classroom teaching, fieldwork experiences, practicum experiences, supervised teaching, or directed teaching, under the direct

supervision and instruction of employees of the District holding a valid credential, with a minimum of three years of exemplary experience as a classroom teacher, school counselor, school psychologist, or site administrator, issued by the California Commission on Teacher Credentialing.

13. a. Evaluation and Reporting. Placement Site will submit required reports on each Student's performance and will provide an evaluation to University on forms provided by University. Placement Site will notify University of any significant situation or problem that may threaten the successful completion of the Fieldwork Program by the Student.

b. Privacy of Education Records. Placement Site acknowledged that University is subject to the Family Educational Rights and Privacy Act (FERPA) and that personally identifiable information and other matters directly related to a student either disclosed by the University to Placement Site or created by Placement Site in connection with the Fieldwork Program: (1) shall not be disclosed or re-disclosed to any person or entity other than University officials without the prior written consent of the Student, except as provided below; and (2) shall be viewed only by Placement Site officials or staff who have a legitimate need to view such information to verify the qualifications of the Student to participate in the Fieldwork Program or in connection with evaluation and reporting the Student's performance to University. Placement Site may disclose/re-disclose the Student's information as required by a State, Federal or accreditation, or as otherwise required pursuant to law.

LIABILITY AND INDEMNIFICATION

14. Indemnification. University shall indemnify and hold harmless, defend the Placement Site, and each of its governing board, officers, partners, employees or agents (each of which person an organization are referred to collectively herein as "Indemnitees" or individually as "Indemnitee") from and against any and all demands, debts, liens, claims, loss, damage, liability, costs, expenses, judgments or obligations, actions or causes of action, (including the payment of attorneys' fees and expenses) for or in connection with injury or damage (including, but not limited to, death) to any person or property resulting from the negligent acts or omissions of the University, its officers, partners, employees, or agents arising out of or in any way connected with the performance of its obligations under this Agreement, except to the extent caused by the negligent or intentional conduct of any Indemnitee. The foregoing indemnity and hold harmless obligation of the University includes and

applies without limitation to injury or damage to the District, Placement Site, third parties, or any or all of them and their respective property, officers, partners, employees, or agents.

TERM AND TERMINATION

15. Term. This Agreement is effective beginning April 1, 2022 and will continue in effect for five years, unless terminated in accordance with Section 21. The parties may renew this Agreement for an additional five-year term by written agreement prior to the termination date.

16. Termination. Either party may terminate this Agreement with or without cause by giving the other party sixty (60) days advanced written notice; however, in the event an academic term/semester has commenced, such notice shall not become effective until the academic term/semester has concluded. Students in good standing currently participating in the Fieldwork Program that is in progress at the time of termination may complete that fieldwork experience.

16.1 Immediate Termination as to Individual Students. Placement Site reserves the right to take immediate action to terminate the use of its facilities by any Student where it deems it necessary to maintain its operation free of disruption.

MISCELLANEOUS PROVISIONS

17. Entire Agreement. This Agreement constitutes the entire agreement between the parties, and supersedes all prior oral or written agreements, commitments, or understandings concerning the matters provided for herein.

18. Amendment. This Agreement may only be modified by a subsequent written Agreement executed by the parties. The provisions in this Agreement may not be modified by any attachment or letter agreement as described elsewhere in this Agreement.

19. Governing Law. The parties' rights or obligations under this Agreement will be construed in accordance with and any claim or dispute relating thereto will be governed by the laws of the State of California.

20. Representatives. The parties designate an individual as their respective representative (each, a "Representative") to manage their respective performance under the terms of this Agreement. All notices, demands, requests, or other

communications required to be given or sent by University or Placement Site, will be in writing and will be mailed by first-class mail, postage prepaid, or transmitted by hand delivery or facsimile, addressed to the Representative as follows.

Placement Site Representative	University Representative
Name: Lakeside Union School District	Name: Clinical Teaching Office
Address: 14535 Old River Road	Address: 1950 Third St.
Bakersfield, CA 93311	La Verne, CA 91750
Tel:	Tel: 909-448-4573
Email:	Email: ctoffice@laverne.edu

Each party may designate a change of address by notice in writing. All notices, demands, requests, or communications that are not hand-delivered will be deemed received three (3) days after deposit in the U.S. mail, postage prepaid; or upon confirmation of successful facsimile transmission.

21. Survival. University and Placement Site expressly intend and agree that Section 14 of this Agreement will survive the termination of this Agreement for any reason.

22. Severability. If any provision of this Agreement, or of any other agreement, document or writing pursuant to or in connection with this Agreement, shall be held to be wholly or partially invalid or unenforceable under applicable law, said provision will be ineffective to that extent only, without in any way affecting the remaining parts or provisions of said agreement.

23. Waiver. Neither the waiver by any of the parties hereto of a breach of or a default under any of the provisions of this Agreement, nor the failure of either of the parties, on one or more occasions, to enforce any of the provisions of this Agreement or to exercise any right or privilege hereunder, will therefore be construed as a waiver of any subsequent breach or default of a similar nature, or as a waiver of any of such provisions, rights or privileges hereunder.

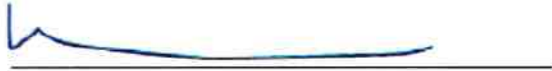
24. Mutual Representations and Warranties. Each party represents and warrants that (i) it will comply with all applicable laws, rules, regulations and orders of any governmental authority in connection with its performance under this Agreement, and (ii) it has the necessary authority to enter into this Agreement and carry out its obligations hereunder.

The following signatures hereby indicate approval of this Agreement:

UNIVERSITY OF LA VERNE
("University")

LAKESIDE UNION SCHOOL
DISTRICT
("District")

By



Dr. Kerop Janoyan, Ph.D.
Provost and Vice President for
Academic Affairs

By

(Name)

(Title)

CERTIFICATION

I, the duly appointed and acting Secretary to the Governing Board of the School District listed below, do hereby certify that the following is a true and exact copy of a portion of the Minutes of the regular meeting of said Board held on _____, 2022.

It was moved, seconded and carried that the attached Agreement with **Lakeside Union School District** whereby the University may assign Students to the schools in the School District for the purpose of fieldwork experiences through, practicum experiences and/or fieldwork experiences, directed teaching, supervised teaching or internships be approved; and the Secretary to the Board is hereby authorized to execute the same.

DISTRICT

COUNTY

BY

TITLE

Exhibit 1

Intern Credential Program Eligibility:

These programs permit the students to become eligible for the intern credential if the student has:

Multiple and Single Subject Intern Eligibility

1. Bachelor's degree
2. Admitted into program and completed the program's prerequisite course requirements
3. Certificate of Clearance
4. TB Clearance
5. Subject matter competence: CSET
6. Passed CBEST
7. Been offered employment as a classroom teacher in the credential subject area
8. U.S. Constitution
9. Speech

Internship must be completed within two years.

Interns are supervised by the University and the District.

Education Specialist Intern Eligibility

1. Bachelor's degree
2. Admitted into program and completed program's prerequisite course requirements
3. Certificate of Clearance
4. TB Clearance
5. Subject matter competence: CSET
6. Passed CBEST
7. Been offered employment as an education specialist-mild-moderate teacher
8. Complete previous experience in a special education classroom

Internship must be completed within two years.

Interns are supervised by the University and the District.

Educational Counseling Intern Eligibility

1. Bachelor's degree
2. Admitted into program and completed program's prerequisite course requirements
3. Certificate of Clearance
4. TB Clearance
5. Passed CBEST
6. Letters of recommendation
7. Personal statement
8. Been offered employment as a school counselor

Internship must be completed within two years.

Interns are supervised by the University.

School Psychology Intern Eligibility

1. Bachelor's degree
2. Admitted into program and completed program's prerequisite course requirements
3. Certificate of Clearance
4. TB Clearance
5. Passed CBEST
6. Letters of recommendation
7. Personal statement
8. Been offered employment as a school psychologist

Internship must be completed within two years.

Interns are supervised by the University.

Administrative Services Intern Eligibility

1. Preliminary or clear teaching credential or other appropriate credential
2. Admitted into program and completed program's prerequisite course requirements
3. Minimum three years teaching or other appropriate experience
4. Letters of recommendation
5. Personal statement
6. Been offered employment as a school administrator

Internship must be completed within two years.

Interns are supervised by the University.

RESPONSIBILITIES OF PARTICIPATING PUBLIC SCHOOL DISTRICTS

The participating public school district has the following responsibilities:

1. To assist in the screening of interns;
2. To screen and employ qualified interns;
3. To determine the salary of each intern in accordance with district policies;
4. To identify and assign an individual who holds the appropriate valid California Credential (for the applicable program), to provide on-site supervision of the internship teacher, counselor, psychologist, or administrative services candidate throughout the internship experience.
5. To assume appropriate responsibilities for preparing the intern for full credentialing, including advising, supervising, evaluating and recommending the intern for the credential.
6. District shall assign each intern a site supervisor, who along with the University, shall supervise the intern on a regular basis, in order to fulfill Commission on Teacher Credentialing support hours.

EVALUATION

The Multiple and Single Subject Teacher Internship Program, Education Specialist Mild/Moderate Internship Program, Educational Counseling Intern Program, School Psychology Intern Program, and the Administrative Services Intern

Program Evaluation Plan will be conducted by the individual Departments of the LaFetra College of Education of the University of La Verne, in cooperation with approved participating public school districts. The evaluation plan will include the following components:

1. evaluation of candidates prior to admission to the program
2. continuing evaluation during the period of internship counseling
3. final evaluation prior to recommendation to CCTC
4. follow-up of graduates
5. evaluation of the program



TIME SENSITIVE - REQUIRES BOARD ACTION
DEADLINE: MONDAY, MAY 2, 2022

April 1, 2022

MEMORANDUM

To: All Board Presidents and Superintendents
CSBA Member Boards of Education in Region 12B

From: Dr. Susan Heredia, CSBA President

Re: 2022 CSBA Delegate Assembly Run-off Elections
U.S. Postmark Deadline – Monday, May 2, 2022

The members of the Delegate Assembly Election Committee met on March 28, 2022, to count and certify the ballots for membership on the CSBA Delegate Assembly. A tie vote resulted in a run-off election in your Region.

Enclosed is the run-off ballot material for election of a representative to CSBA Delegate Assembly from your Region. The material consists of the ballot (on turquoise paper) and a list of all current members of the Delegate Assembly from Region 12B effective April 1, 2021. In addition, the candidates' required biographical sketch form and optional resume is provided, along with a "copy" of the run-off ballot on white paper so that it may be included in your board agenda packet. **Only the run-off ballot on turquoise paper is to be completed and returned.**

The board, as a whole, votes using the turquoise ballot. The ballot must be completely filled out, signed by the Superintendent or the Board Clerk, and returned in the enclosed envelope. If the envelope is misplaced, you may use your district's stationery, please write **DELEGATE ELECTION – RUN-OFF BALLOT** and your Region number on the envelope. **Run-off ballots must be postmarked by the U.S. Post Office on or before Monday, May 2, 2022.**

The run-off ballots will be counted by May 10 and candidates will be notified of the results immediately. Should a second tie occur, the Regional Director will cast the tie-breaking vote. All newly elected Delegates will serve terms that will expire on March 31, 2024. The next meeting of the Delegate Assembly is on Saturday, May 21 – Sunday, May 22 and will take place at the Hyatt Regency Hotel, in Sacramento. Please do not hesitate to contact Toya Davis at TDavis@csba.org should you have any questions. Thank you.

REQUIRES BOARD ACTION

This completed **ORIGINAL RUN-OFF BALLOT** must be **SIGNED** by the Superintendent or Board Clerk and may be returned by email on or before **MONDAY, MAY 2, 2022**. Only ONE Ballot per Board. Be sure to mark your vote "X" in the box. *A PARTIAL, UNSIGNED, PHOTOCOPIED, OR A LATE BALLOT THAT IS NOT POSTMARKED ON OR BEFORE MAY 2 WILL NOT BE VALID.*

OFFICIAL 2022 DELEGATE ASSEMBLY RUN-OFF BALLOT
REGION 12-B
(Kern County)

(Vote for no more than 1 candidate)

Delegates will serve two-year terms that will end March 31, 2024

**denotes incumbent*

☐

Leigh Ann Cook (Rosedale Union ESD)

☐

Gilberto Lopez (Lamont ESD)

☐

Gene Parks Jr. (Kernville Union ESD)

☐

Shannon Zimmerman (Bakersfield City ESD)

Signature of Superintendent or Board Clerk

Title

School District

Date of Board Action

See reverse side for a current list of all Delegates in your Region.

REGION 12 – 13 Delegates (11 elected/2 appointed◆)

Director: Bill Farris (Sierra Sands USD)

Below is a list of all elected or appointed Delegates from this Region.

Subregion 12-A (Tulare)

Robert Hurtado (Lindsay USD), term expires 2022
Peter Lara Jr. (Porterville USD), term expires 2022
Felipe Martinez (Porterville USD), term expires 2023
Cathy Mederos (Tulare Joint Union HSD), term expires 2023

Subregion 12-B (Kern)

Pamela (Pam) Baugher (Bakersfield City SD), term expires 2023
Cynthia Brakeman (Kern HSD)◆, appointed term expires 2022
Pamela Jacobsen (Standard ESD), term expires 2022
Tim Johnson (Sierra Sands USD), term expires 2023
David Manriquez (Kern HSD) ◆, appointed term expires 2023
Geri Rivera (Arvin Union SD), term expires 2023
Lillian Tafoya (Bakersfield City SD), term expires 2022
Keith Wolaridge (Panama-Buena Vista Union SD), term expires 2023

County Delegate:

Mary Little (Kern COE), term expires 2022

Counties

Tulare (Subregion A)
Kern (Subregion B)



Lakeside Union School District

14535 Old River Road

Bakersfield, CA 93311

Phone: (661) 836-6658

FAX: (661) 836-8059

www.lakesideusd.org

TO: Ty Bryson, Superintendent
FROM: Kristi McAdoo
RE: Go Guardian
DATE: April 5, 2022

Recommendation(s):

Approval is requested to change/upgrade our Student Internet Monitoring Program from NetSupport to GoGuardian.

How does this action support student achievement?

This program will provide teachers and the technology department with a much more advanced monitoring system that will assist with keeping the students more engaged and on-task while using their Chromebooks.

Status:

GoGuardian is the most utilized monitoring program with school districts nation wide and has many features to help ensure our students stay safe and on-task while using their devices.

Background:

GoGuardian has a teaching component that allows teachers to monitor their students while using Chromebooks, as well as keep them on task by deleting or blocking off-task webpages, and by pushing out assigned webpages. GoGuardian also has an admin component that can track student activity, monitor for inappropriate behaviors online, and filter content for all or individual students. *It has a final feature that will immediately alert appropriate staff, such as administration or counseling, if key words or phrases of concern are entered by a student.*

Goal(s):

To provide as safe an internet environment as possible for our students as well as increasing student engagement and decreasing distractions.

Funding Source(s):

General Fund

Amount:

\$14,080 + \$1,500 one-time implementation fee for a total of \$15,580.

Responsible Staff:

Technology Department

Supporting Document(s)

Quote attached

Approved by: _____

Date: _____

Classified Confidential/Management Salary Schedule
2021-2022
Schedule A

Approved: TBD

Job Title	Steps											
	1	2	3	4	5	6	7	8	9	10	11	12
MOT Director	25.96	26.74	27.54	28.37	29.22	30.09	31.00	31.93	32.89	33.87	34.89	35.93
Business Manager	29.98	30.88	31.81	32.76	33.74	34.76	35.80	36.87	37.98	39.12	40.29	41.50
Administrative Assistant	28.84	29.71	30.60	31.51	32.46	33.43	34.44	35.47	36.53	37.63	38.76	39.92
District Clerk	25.08	25.83	26.61	27.41	28.23	29.07	29.95	30.85	31.77	32.72	33.71	34.72

2 % Increase to Base Salary Retro from 7/1/2021

Step increase: 1.03

Salary schedule placement is based on experience and determined by the District Superintendent.

Longevity

15 years 2%

20 years 4% Total of 6%

25 years 6% Total of 12%

**LAKESIDE UNION SCHOOL DISTRICT
AMENDMENT TO CONTRACT OF EMPLOYMENT
DISTRICT SUPERINTENDENT
July 1, 2018 - June 30, 2022**

This Amendment to Contract of Employment ("Amendment") modifies the Contract of Employment entered into by the Governing Board of the Lakeside Union School District of Kern County, California ("Board"), and Ty Bryson ("Superintendent") on or about January 9, 2018 (the "2018-22 Contract").

Pursuant to its action duly taken in open session at a regular public board meeting on April 12, 2022, and recorded in its official records of proceedings, Board modifies the 2018-22 Contract as follows:

Effective July 1, 2021, the salary schedule for the Superintendent shall be increased by a factor of two percent, as reflected in the revised schedule attached to this Amendment and incorporated by reference. The increase is commensurate with the increase granted to certificated employees effective as of that date. In addition, Superintendent shall receive a one-time "off schedule" payment in an amount equal to two percent of his annual salary, which is also commensurate with the payment offered to certificated employees.

Except as modified by this Amendment, the 2018-22 Contract remains in full force and effect. Executed at Bakersfield, Kern County, California.

SUPERINTENDENT

GOVERNING BOARD OF THE LAKESIDE
UNION SCHOOL DISTRICT

TY BRYSON

By: _____
ALAN BANDUCCI, PRESIDENT

Date: April 12, 2022

Date: April 12, 2022

Approved as to Form
Schools Legal Service
Grant Herndon
General Counsel
April 6, 2022

**LAKESIDE UNION SCHOOL DISTRICT
SUPERINTENDENT SALARY SCHEDULE**

STEP	2021-2022
1	\$152,120.37
2	\$155,222.42
3	\$158,323.39
4	\$161,425.42
5	\$164,653.94
6	\$167,947.01
7	\$171,305.96
8	\$174,732.08

Date: February 25, 2022

To: Board of Trustees & Superintendent, Lakeside Union School District

From: Lakeside/Suburu Teachers Association

Joseph Andreotti, President

Re: Initial Sunshine Proposal 2022-23 Collective Bargaining Negotiations

In compliance with Government Code Section 3547 and consistent with Article XIX Section B of the Collective Bargaining Agreement, the Lakeside Teachers Association makes the following sunshine proposal regarding the terms and conditions of employment for the Association's bargaining unit members:

1. Article II Salary

The Association shall propose changes to the existing language that continues the shared the District's vision of offering a compensation package for Bargaining Unit Members that helps the District attract and retain a stable teaching force that is beneficial for all LUSD students and families.

2. Article III Health Benefits

The Association will propose changes to the existing plan and language that continues the share the District's vision of offering a health benefit package for Bargaining Unit Members that will help the District attract and retain a stable teaching force, that is healthy for all LUSD students and families.

Two Additional Items:

3. Article IV Class Size


The Association will propose changes to the existing language.

4. Article V Hours

The Association will propose changes to the existing language.

The Association may offer counter-proposals, withdrawal of proposals, and/or other changes to proposals responsive to discussions occurring during negotiations. All provisions of the Collective Bargaining Agreement not addressed in the course of this negotiations are to remain unchanged. The Association looks forward to a productive, amicable, and equitable settlement for the 2022-2023 school year negotiations.

Sincerely,



Joseph Andreotti, President
Lakeside/Suburu Teachers Association



Lakeside Union School District

TY BRYSON, DISTRICT SUPERINTENDENT



"BUILDING ON EXCELLENCE"

14535 Old River Road, Bakersfield, California 93311
(661) 836-6658 • FAX (661) 836-8059
E-mail tbryson@lakesideusd.org

DATE: April 12, 2022

TO: Members of the General Public
Lakeside Teachers Association CTA/NEA

FROM: Board of Trustees
Lakeside Union School District

RE: INITIAL REOPENER PROPOSAL of the public school employer for the reopening of the July 1, 2020 - June 30, 2023 Collective Bargaining Agreement between Lakeside Union School District and Lakeside Teachers Association CTA/NEA for the 2021-2022 school year.

The Board of Trustees in compliance with Government Code Section 3547, makes the following Initial Reopener Proposal (Sunshine Proposal) to the Lakeside Teachers Association to reopen the negotiation process to renegotiate the following specific articles:

District's Initial Proposal:

1. **Article II (Salary):** The District intends to propose changes to this article.
2. **Article III (Health and Welfare Benefits):** The District proposes to continue to remit premiums on behalf of the qualifying members in a manner consistent with and at the level of contribution specified in the current Collective Bargaining Agreement.
3. The District reserves the right to reopen two (2) additional articles with proper notice.

The District may offer counter-proposals, withdrawal of proposals and/or other changes to proposals that are responsive to discussions that occur during negotiations, or that the District deems necessary in response to changes in education funding or other education requirements.

All other provisions of the Collective Bargaining Agreement are to remain unchanged. The Board and administration look forward to an early and amicable settlement of this round of negotiations.