

LAKESIDE UNION SCHOOL DISTRICT
BOARD OF TRUSTEES
REGULAR MEETING
AGENDA

Lakeside School Auditorium
14535 Old River Road
Bakersfield, CA 93311

April 8, 2025
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. PRESENTATION OF ELD/RTI BY JUDY BONILLA

3. 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 11, 2025.
- B. Approve March End of Month Payroll \$972,848.74 and April Mid Month Payroll \$85,406.43.
- C. Approve Batch # 15

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

4. 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)*

5. CLOSED SESSION

- A. Conference with Labor Negotiators (G.C. 54957.6)
 - Employee Organizations: LTA, CSEA, Classified Management
 - Labor Negotiators: Ty Bryson

6. OPEN SESSION

7. REPORT OF CLOSED SESSION

8. DISCUSSION OR ACTION ITEMS

A. General Control

- (1) Report on Williams Settlement Complaints.
- (2) Discussion and Approval of Student Attendance Calendar for 2025-2026 School Year.

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

- (3) Approval of Lakeside 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 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) _____

- (5) Approval of MOU between Lakeside Union School District and Concordia University Irvine.

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

B. Budget and Finance

- (1) Approval of Estimate from Advance Communications & Consulting, Inc. for Lakeside School – Building Pathways.

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

- (2) Approval of Independent Contractor Agreement Between Boys & Girls Club of Kern County and Lakeside Union School District for the 2025 Summer.

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

- (3) Approval of Estimate from Advance Communications & Consulting, Inc. for Suburu School – Suburu Pathway from Lounge to Building 809.

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

- (4) Approval of Agreement #26-225660 – Professional Development between KCSOS and Lakeside Union School District.

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

- (5) Approval of AVID Center Quote for Lakeside School.

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

- (6) Approval of LEA Medi-Cal Direct Billing Program OptiServices Contract Between Medical Billing Technologies, Inc. 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) Approval of Independent Educational Evaluator Agreement Between Lakeside Union School District and Learning Dynamics, Inc.

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

C. Personnel

- (1) Approval to Hire Megan Ransick on a Provisional Internship Permit (PIP) as a Mild/Moderate Special Education Teacher at Lakeside School.

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

- (2) Approval to Hire Nancy Licon, 4 Hour Supervision Aide at Lakeside.

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

- (3) Approval to Hire Vilma Pineda on a Provisional Internship Permit (PIP) as a Transitional Kindergarten Teacher 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 Ashley Piano, Multiple Subject Teacher 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 Eric Rodriguez, Maintenance I at Suburu.

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

- (6) Approval to Hire Jamie Benson on a Provisional Internship Permit (PIP), Multiple Subject Teacher at Suburu.

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

- (7) Approval to Hire Amanda Torres on a Short Term Staff Permit (STSP) as a Mild/Moderate Special Education Teacher at Suburu.

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

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

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

9. REPORTS AND CORRESPONDENCE

A. Enrollment Lakeside 879 Suburu 830 Total 1709

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

10. 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.*

11. ADVANCE PLANNING

A. Future Meeting Dates

- (1) Regular Board Meeting – May 13, 2025 at 6:30 p.m. in the Lakeside School Auditorium.

12. 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 11, 2025
6:30 P.M.

BOARD MEMBERS PRESENT: Trustees Buoni, Robertson, Banducci, Jones, 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 by School Counselors
3. Consent Calendar Approval of Consent Agenda. Motion by Trustee Buoni, seconded by Trustee Jones. Approved – Trustee Buoni, Trustee Robertson, Trustee Banducci, Trustee Jones, Trustee D. Buoni. No – 0. Abstained – 0. Absent – 0.
By this action the Board:
 - A. Approve minutes of Regular Meeting of February 11, 2025.
 - B. Approved February End of Month Payroll and March Mid Month Payroll.
 - C. Approved B-Warrants #14.
4. Hearing of Staff and/or Citizens None.
5. Discussion or Action Items
 - A. 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 Robertson, Trustee Banducci, Trustee Jones, Trustee D. Buoni. No – 0. Abstained – 0. Absent – 0.
 - (2) Approval of Quote from Construction Inspection Services to Provide DSA Project Inspection Services. Motion by Trustee Robertson, seconded by Trustee Buoni. Approved – Trustee Buoni, Trustee Robertson, Trustee Banducci, Trustee Jones, Trustee D. Buoni. No – 0. Abstained – 0. Absent – 0.
 - (3) Approval of Proposal from Krazaan for Materials Testing & Inspection Services for the Lakeside School New Kindergarten Classroom Buildings. Motion by Trustee Banducci, seconded by Trustee Jones. Approved – Trustee Buoni, Trustee Robertson, Trustee Banducci, Trustee Jones, Trustee D. Buoni. No – 0. Abstained – 0. Absent – 0.

- (6) Approval to Hire Yvette Brian, Intern Multiple Subject Teacher at Suburu School. Motion by Trustee Jones, seconded by Trustee Robertson. Approved - Trustee Buoni, Trustee Robertson, Trustee Banducci, Trustee Jones, Trustee D. Buoni. No – 0. Abstained – 0. Absent – 0.
- (7) Approval to Hire Halle Banducci, Intern 5th Grade Teacher at Suburu School. Motion by Trustee Buoni, seconded by Trustee Jones. Approved - Trustee Buoni, Trustee Robertson, Trustee Banducci, Trustee Jones, Trustee D. Buoni. No – 0. Abstained – 0. Absent – 0.
- (8) Approval to Hire Brooke Loftis, Intern Special Education Teacher at Suburu School. Motion by Trustee Jones, seconded by Trustee Banducci. Approved - Trustee Buoni, Trustee Robertson, Trustee Banducci, Trustee Jones, Trustee D. Buoni. No – 0. Abstained – 0. Absent – 0.
- (9) Approval to Hire Gabrielle Rimer, Short Term Staff Permit (STSP) Multiple Subject Teacher at Suburu School. Motion by Trustee Buoni, seconded by Trustee Jones. Approved - Trustee Buoni, Trustee Robertson, Trustee Banducci, Trustee Jones, Trustee D. Buoni. No – 0. Abstained – 0. Absent – 0.
- (10) Approval to Hire Suzanne Rappleye, Short Term Staff Permit (STSP) Transitional Kindergarten Teacher at Suburu School. Motion by Trustee Jones, seconded by Trustee Banducci. Approved - Trustee Buoni, Trustee Robertson, Trustee Banducci, Trustee Jones, Trustee D. Buoni. No – 0. Abstained – 0. Absent – 0.
- (11) Approval to Hire Rocio Resendiz, Multiple Subject Teacher at Lakeside School. Motion by Trustee Buoni, seconded by Trustee Jones. Approved - Trustee Buoni, Trustee Robertson, Trustee Banducci, Trustee Jones, Trustee D. Buoni. No – 0. Abstained – 0. Absent – 0.
- (12) Approval to Hire Mariela Ruiz, Short Term Staff Permit (STSP) Multiple Subject Teacher at Lakeside School. Motion by Trustee Jones, seconded by Trustee Buoni. Approved - Trustee Buoni, Trustee Robertson, Trustee Banducci, Trustee Jones, Trustee D. Buoni. No – 0. Abstained – 0. Absent – 0.
- (13) Approval to Hire Alejandra Mosqueda, Intern Multiple Subject Teacher at Lakeside School. Motion by Trustee Banducci, seconded by Trustee Jones. Approved - Trustee Buoni, Trustee Robertson, Trustee Banducci, Trustee Jones, Trustee D. Buoni. No – 0. Abstained – 0. Absent – 0.
- (14) Approval to Hire Daniela Hernandez Chavez, Short Term Staff Permit (STSP) Multiple Subject Teacher at Lakeside School. Motion by Trustee Buoni, seconded by Trustee Jones. Approved - Trustee Buoni, Trustee Robertson, Trustee Banducci, Trustee Jones, Trustee D. Buoni. No – 0. Abstained – 0. Absent – 0.
- (15) Approval to Hire Lainey Elcano, Intern Multiple Subject Teacher at Lakeside School. Motion by Trustee Buoni, seconded by Trustee Jones. Approved - Trustee Buoni, Trustee Robertson, Trustee Banducci, Trustee Jones, Trustee D. Buoni. No – 0. Abstained – 0. Absent – 0.

- (16) Approval to Hire Bailee Brogdon, Short Term Staff Permit (STSP) Multiple Subject Teacher at Lakeside School. Motion by Trustee Banducci, seconded by Trustee Jones. Approved - Trustee Buoni, Trustee Banducci, Trustee Jones, Trustee D. Buoni. No – 0. Abstained – 1. Absent – 0.
- (17) Approval to Hire Megan Ransick, Intern Special Education Teacher at Lakeside School. Motion by Trustee Jones, seconded by Trustee Buoni. Approved - Trustee Buoni, Trustee Robertson, Trustee Banducci, Trustee Jones, Trustee D. Buoni. No – 0. Abstained – 0. Absent – 0.
- (18) Approval to Hire Isabella Mosqueda, Multiple Subject Teacher at Lakeside School. Motion by Trustee Jones, seconded by Trustee Banducci. Approved - Trustee Buoni, Trustee Robertson, Trustee Banducci, Trustee Jones, Trustee D. Buoni. No – 0. Abstained – 0. Absent – 0.
- (19) Approval to Hire Gilberto Chavez, Intern Multiple Subject Teacher at Lakeside School. Motion by Trustee Buoni, seconded by Trustee Jones. Approved - Trustee Buoni, Trustee Robertson, Trustee Banducci, Trustee Jones, Trustee D. Buoni. No – 0. Abstained – 0. Absent – 0.

6. Closed Session. 7:14 pm

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

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

B. Public Employee Discipline/Dismissal/Release (G.C. 54957) Discussion and Possible Action Or Superintendent's or Designee's Recommendation that Notice of Non-Reelection be Given To One or More Probationary Certificated Employees. (Ed. Code 44929.21).

7. Open Session 7:25 pm

8. Report of Closed Session In closed session, the Board took action to issue notices of non-reelection to all teachers employed under Provisional Internship Permits (PIP), Short Term Staff Permits (STSP), and Intern credentials. This totaled 9 teachers at Lakeside and 12 teachers at Suburu. The motion was approved by a unanimous vote of 5-0.

9. Reports and Correspondence

- A. Enrollment Lakeside 878 Suburu 829 Total 1707
- B. Correspondence Received some new zoning permits on more commercial and residential construction.
- C. CSEA – None
- D. CTA – None.
- E. Board Members Reports – None

- F. Superintendent Report – Mr. Bryson shared the construction is rolling along. The office building is in place and completed, but we had some leaks with the rain fall so we will need to get those repaired before we add furniture. We received a large donation of furniture including a big conference table that we are currently working on cutting down and re-laminating it. The district will need to purchase a few more items but a majority was donated. Mr. Bryson reported that he got to watch a 4th vs. 5th grade Basketball game at Suburu School during their lunch time intramurals that Mr. Murphy has been working hard to come up with ideas for the students during their lunch time with the help of Mr. Lopez, the 4th grade team won with a score of 2-0.

10. Items Not on The Agenda

11. Advance Planning

A. Future Meeting Dates

- (1) Regular Board Meeting at Lakeside School Auditorium at 6:30 p.m. on April 8, 2025.

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

The meeting was adjourned at 7:30 p.m.

Secretary to the Board

APY250 L.00.06

KERN COUNTY SUPERINTENDENT OF SCHOOLS
COMMERCIAL WARRANT REGISTER
FOR WARRANTS DATED 03/28/2025

03/28/25 PAGE 1

DISTRICT: 040 LAKESIDE UNION SCHOOL DISTRICT
BATCH: 0015 PAYMENTS
FUND : 01 GENERAL FUND

WARRANT	VENDOR/ADDR	NAME (REMIT)	REQ#	REFERENCE	LN	FD	RESC	Y	OBJT	SO	GOAL	FUNC	STB	T2	TY3	TYP4	ABA	NUM	ACCOUNT	NUM	DESCRIPTION	AMOUNT
45113241	002365/	ADVANCED DATA STORAGE																				
		PV-250503				01	0000	0	5800	00	0000	2700	001	00	000	0000		0199518			55.64	
						01	0000	0	5800	00	0000	2700	001	00	000	0000		0201727			55.64	
						01	0000	0	5800	00	0000	2700	002	00	000	0000		0199778			35.65	
																					\$146.93	
45113242	800849/	AIRWAVE COMMUNICATIONS																				
		PV-250504				01	0000	0	5800	00	0000	3600	000	000	0000	0000		BK138			1,386.95	
																					\$1,386.95	
90130534	002105/	ALL AMERICAN GLASS																				
		PV-250505				01	0000	0	5800	00	0000	8100	002	00	000	0000		22504			1,552.56	
																					\$1,552.56	
45113243	001853/	AMAZON CAPITAL SERVICES																				
		PV-250506				01	6300	0	4300	00	1110	1000	002	00	000	0000		1CPM-Q3JY-GXJV			133.09	
																					\$133.09	
45113244	000340/	AT&T																				
		PV-250507				01	0000	0	5900	00	0000	7200	000	00	000	0000		23215945			89.36	
						01	0000	0	5900	00	0000	7200	000	00	000	0000		23215872			77.08	
						01	0000	0	5900	00	0000	7200	000	00	000	0000		23216039			205.94	
						01	0000	0	5900	00	0000	7200	000	00	000	0000		23068406			220.80	
						01	0000	0	5900	00	0000	7200	000	00	000	0000		23068573			411.88	
						01	0000	0	5900	00	0000	7200	000	00	000	0000		23068479			193.23	
						01	0000	0	5900	00	0000	7200	000	00	000	0000		23082561			192.30	
						01	0000	0	5900	00	0000	7200	000	00	000	0000		23132094			60.25	
						01	0000	0	5900	00	0000	7200	000	00	000	0000		23132093			60.25	
						01	0000	0	5900	00	0000	7200	000	00	000	0000		23132146			416.49	
						01	0000	0	5900	00	0000	7200	000	00	000	0000		23132096			107.61	

KERN COUNTY SUPERINTENDENT OF SCHOOLS
COMMERCIAL WARRANT REGISTER
FOR WARRANTS DATED 03/28/2025

DISTRICT: 040 LAKESIDE UNION SCHOOL DISTRICT
BATCH: 0015 PAYMENTS
FUND : 01 GENERAL FUND

WARRANT	VENDOR/ADDR	NAME (REMIT)	DEPOSIT TYPE
	REQ#	REFERENCE	FD-RESC-Y-OBJT. SO-GOAL-FUNC-

AMOUNT	DESCRIPTION
	FD-KESC-Y-OBJT-SO-GOAL-FUNC-STE-T2-TY3-TYP4
	WARRANT TOTAL
\$2,035.19	

45113245	001113/	B S E
PV-250514	01-0000-0-5800.00-0000-8100-001-00-000-00000	387716
	WARRANT TOTAL	181.28

[illegible]

45113247	002628/	BAKERSFIELD PLUMBING				
		PV-250508	01-0000-0-5800.00-0000-8100-002-00-000-0000		1004319	
			WARRANT TOTAL			
						406.76
						\$406.76

[illegible]

45113249	002538/	BRADY INDUSTRIES		
		PV-250512	01-8150-0-4300.00-0000-8100-000-00-000-0000	9907194
			01-8150-0-4300.00-0000-8100-000-00-000-0000	9882207
			01-8150-0-4300.00-0000-8100-000-00-000-0000	9892034
			01-8150-0-4300.00-0000-8100-000-00-000-0000	9897001
			01-8150-0-4300.00-0000-8100-000-00-000-0000	9786994
			01-8150-0-4300.00-0000-8100-000-00-000-0000	9794414
			01-8150-0-4300.00-0000-8100-000-00-000-0000	9798968
			01-8150-0-4300.00-0000-8100-000-00-000-0000	9809429
			01-8150-0-4300.00-0000-8100-000-00-000-0000	9795504
			01-8150-0-4300.00-0000-8100-000-00-000-0000	9800395
			01-8150-0-4300.00-0000-8100-000-00-000-0000	9451698
			01-8150-0-4300.00-0000-8100-000-00-000-0000	9828923
				1,030.55
				34.60
				577.53
				577.53
				93.23
				124.23
				211.25
				1,733.99
				662.97
				312.27
				2,770.87
				764.35

DISTRICT: 040 LAKESIDE UNION SCHOOL DISTRICT
BATCH: 0015 PAYMENTS
FUND : 01 GENERAL FUND

WARRANT	VENDOR/ADDR	REQ#	NAME (REMIT)	REFERENCE	LN	FD-RESC-Y-OBJT	SO-GOAL-FUNC-STE-T2-TY3-TYP4	DEPOSIT TYPE	ABA NUM	ACCOUNT NUM	DESCRIPTION	AMOUNT
45113250	002632/		BREE SCOGIN			01-8150-0-4300.00-0000-8100-000-000-0000			9828925			84.18
						01-8150-0-4300.00-0000-8100-000-000-0000			9828927			89.97
						01-8150-0-4300.00-0000-8100-000-000-0000			9822046			34.60
						01-8150-0-4300.00-0000-8100-000-000-0000			9876364			105.93
						01-8150-0-4300.00-0000-8100-000-000-0000			9876363			236.91
						01-8150-0-4300.00-0000-8100-000-000-0000			9855998			68.33
						WARRANT TOTAL						\$9,513.29
45113251	000132/		CALIFORNIA WATER SERVICE			01-0000-0-5200.00-0000-2700-001-00-000-0000					MILEAGE TRACK MEET RIBBONS	25.48
						WARRANT TOTAL						\$25.48
45113252	000381/		CHAMPION HARDWARE			01-0000-0-5500.00-0000-8100-002-00-000-0000					WATER	363.10
						01-0000-0-5500.00-0000-8100-002-00-000-0000					WATER	393.27
						WARRANT TOTAL						\$756.37
90130535	002205/		CINTAS CORPORATION			01-0000-0-5800.00-0000-8100-001-00-000-0000			162027			15.99
						01-0000-0-5800.00-0000-8100-001-00-000-0000			161821			844.55
						01-0000-0-5800.00-0000-8100-001-00-000-0000			53368			1,941.83
						01-0000-0-5800.00-0000-8100-001-00-000-0000			162006			530.43
						WARRANT TOTAL						\$3,332.80
						99 EFT						
						01-8150-0-4300.00-0000-8100-000-000-0000			4224896485			97.88
						01-8150-0-4300.00-0000-8100-000-000-0000			4221939599			69.23
						01-8150-0-4300.00-0000-8100-000-000-0000			4224900640			165.80
						01-8150-0-4300.00-0000-8100-000-000-0000			4221943336			165.80
						01-8150-0-4300.00-0000-8100-000-000-0000			4222739442			165.80

KERN COUNTY SUPERINTENDENT OF SCHOOLS
COMMERCIAL WARRANT REGISTER
FOR WARRANTS DATED 03/28/2025

03/28/25 PAGE 4

DISTRICT: 040 LAKESIDE UNION SCHOOL DISTRICT
BATCH: 0015 PAYMENTS
FUND : 01 GENERAL FUND

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
45113253	002633/		CIRCLE M TRUCK REPAIR		01-8150-0-4300.00-0000-8100-000-000-0000	4222735216		97.88	
					01-8150-0-4300.00-0000-8100-000-000-0000	4223412936		97.88	
					01-8150-0-4300.00-0000-8100-000-000-0000	4224168633		97.88	
					01-8150-0-4300.00-0000-8100-000-000-0000	4224172111		165.80	
					WARRANT TOTAL			\$1,123.95	
45113254	000385/		CITY OF BAKERSFIELD		01-0000-0-5800.00-0000-3600-000-000-0000	30391		2,177.98	
					WARRANT TOTAL				\$2,177.98
					PV-250519	01-0000-0-5500.00-0000-8100-002-00-000-0000	TRASH/SEWAR	453.65	
						01-0000-0-5500.00-0000-8100-002-00-000-0000	239056	1,401.75	
				WARRANT TOTAL			\$1,855.40		
45113255	000307/		DEPARTMENT OF JUSTICE		01-0000-0-5800.00-0000-7200-000-000-0000	800801		678.00	
					01-0000-0-5800.00-0000-7200-000-000-0000	793330		713.00	
					WARRANT TOTAL				\$1,391.00
					ELAN FINANCIAL SERVICES		PV-250522	01-0000-0-4300.00-0000-7200-000-000-0000	BOOKS
01-0000-0-5200.00-0000-7200-000-000-0000	CONFERENCE TRAVEL	1,807.81							
01-0000-0-5800.00-0000-2700-001-00-000-0000	QUICKEN	47.88							
01-0000-0-5800.00-0000-7200-000-000-0000	ADOBE, ZOOM, FEES	374.81							
					WARRANT TOTAL			\$2,426.14	
45113257	002484/		ELECTRIC EMBROIDERY		01-0000-0-4300.00-0000-2700-001-00-000-0000	12696		162.37	
					01-0000-0-4300.00-0000-2700-002-00-000-0000	12696		162.38	
					WARRANT TOTAL				\$324.75

WARRANT	VENDOR/ADDR	NAME (REMIT)	REQ#	LN	FD-RESC-Y-OBJT	SO-GOAL-FUNC-STE-T2-TY3-TYP4	DEPOSIT TYPE	ABA NUM	ACCOUNT NUM	DESCRIPTION	AMOUNT
90130536	001178/	INC EWING IRRIGATION PRODUCTS			99	EFT					
		PV-250524			01-8150-0-4300.00-0000-8100-000-000-0000				24947270		236.05
					01-8150-0-4300.00-0000-8100-000-000-0000				24986587		405.38
							WARRANT TOTAL				\$641.43
45113258	001026/	FERGUSON ENTERPRISES									
		PV-250526			01-8150-0-4300.00-0000-8100-000-000-0000				5774903		383.98
					01-8150-0-4300.00-0000-8100-000-000-0000				5820117		203.44
					01-8150-0-4300.00-0000-8100-000-000-0000				5821013		151.91
					01-8150-0-4300.00-0000-8100-000-000-0000				5774903		383.98
							WARRANT TOTAL				\$1,123.31
45113259	001238/	GALVAN TIRE SERVICE									
		PV-250527			01-0000-0-5800.00-0000-3600-000-000-0000				37818		3,136.56
					01-0000-0-5800.00-0000-3600-000-000-0000				37855		970.00
							WARRANT TOTAL				\$4,106.56
45113260	002485/	GO TO COMMUNICATIONS									
		PV-250532			01-0000-0-5900.00-0000-7200-000-000-0000				IN7103696425		3,179.65
							WARRANT TOTAL				\$3,179.65
45113261	001607/	GOLDEN EMPIRE FLEET SERVICE									
		PV-250528			01-0000-0-5800.00-0000-3600-000-000-0000				89058		424.06
					01-0000-0-5800.00-0000-3600-000-000-0000				88937		1,895.47
					01-0000-0-5800.00-0000-3600-000-000-0000				88866		3,612.15
					01-0000-0-5800.00-0000-3600-000-000-0000				88825		2,059.93
					01-0000-0-5800.00-0000-3600-000-000-0000				89211		1,238.96
					01-0000-0-5800.00-0000-3600-000-000-0000				89255		982.56
					01-0000-0-5800.00-0000-3600-000-000-0000				89251		525.12
					01-0000-0-5800.00-0000-3600-000-000-0000				88954		673.09

APY250 L.00.06

DISTRICT: 040 LAKESIDE UNION SCHOOL DISTRICT

BATCH: 0015 PAYMENTS

FUND : 01 GENERAL FUND

KERN COUNTY SUPERINTENDENT OF SCHOOLS
COMMERCIAL WARRANT REGISTER
FOR WARRANTS DATED 03/28/2025

DISTRICT: 040 LAKESIDE UNION SCHOOL DISTRICT
BATCH: 0015 PAYMENTS
FUND : 01 GENERAL FUND

WARRANT	VENDOR/ADDR REQ#	NAME (REMIT) REFERENCE LN	FD-RESC-Y-OBJT.SO-GOAL-FUNC-STE-T2-TY3-TYP4	DEPOSIT TYPE	ABA NUM	ACCOUNT NUM	AMOUNT	
45113262	001073/	GOLDEN EMPIRE TOWING	01-0000-0-5800.00-0000-3600-000-00-000-0000		88940		253.24	
			01-0000-0-5800.00-0000-3600-000-00-000-0000		88870	1,455.83		
			WARRANT TOTAL					\$13,120.41
			01-0000-0-5800.00-0000-3600-000-00-000-0000	25-27636	290.00			
45113263	000515/	GOPHER SPORT					\$290.00	
45113264	001038/	PV-250530	01-3010-0-4300.00-1110-1000-001-00-000-0000		IN430013		1,777.86	
		WARRANT TOTAL					\$1,777.86	
		GORDON SERVICES						
		PV-250531	01-0000-0-5800.00-0000-2700-002-00-000-0000	6193	22,111.30			
45113265	000140/	GRAYBAR					\$22,111.30	
45113266	000320/	PV-250533	01-8150-0-4300.00-0000-8100-000-00-000-0000		9341209431		236.09	
		WARRANT TOTAL					\$236.09	
		HOME DEPOT CREDIT SERVICES						
		PV-250534	01-8150-0-4300.00-0000-8100-000-00-000-0000	MAINT. SUPPLIES	2,371.76			
90130537	000174/	IMAGE 2000		99 EFT			\$2,371.76	
		PV-250535	01-0000-0-5600.00-0000-2700-001-00-000-0000	754432	197.90			
		01-0000-0-5600.00-0000-2700-002-00-000-0000	754431	177.60				
		01-2600-0-4300.00-1110-1000-000-00-000-0000	752324	860.05				
45113267	002476/	01-2600-0-4300.00-1110-1000-000-00-000-0000		753333		280.30		
		01-2600-0-4300.00-1110-1000-000-00-000-0000	753248	280.30				
		WARRANT TOTAL					\$1,796.15	
		ISAAC MEZA						
		PV-250536	01-6762-0-5200.00-1110-1000-000-00-000-0000		FEBRUARY MILEAGE		161.28	

KERN COUNTY SUPERINTENDENT OF SCHOOLS
 COMMERCIAL WARRANT REGISTER
 FOR WARRANTS DATED 03/28/2025

DISTRICT: 040 LAKESIDE UNION SCHOOL DISTRICT
 BATCH: 0015 PAYMENTS
 FUND : 01 GENERAL FUND

WARRANT	VENDOR/ADDR	REQ#	NAME (REMIT)	REFERENCE LN	FD-RESC-Y-OBJT	DEPOSIT TYPE	SO-GOAL-FUNC	STF-T2-TY3-TYP4	ABA NUM	ACCOUNT NUM	DESCRIPTION	AMOUNT
45113268	000094/		KERN COUNTY SUPT OF SCHOOLS									\$161.28
											WARRANT TOTAL	
				PV-250537	01-0000-0-5200.00-0000-2700-001-00-000-0000						502695	195.00
					01-0000-0-5200.00-0000-2700-002-00-000-0000						502695	195.00
					01-0000-0-5200.00-0000-3110-000-000-0000						502525	375.00
					01-0000-0-5800.00-0000-2700-000-000-0000						502479	195.00
					01-0000-0-5800.00-0000-3600-000-000-0000						502154	235.00
					01-0000-0-5800.00-0000-3600-000-000-0000						502415	3,686.25
					01-0000-0-5800.00-0000-3600-000-000-0000						502601	3,301.25
					01-6762-0-4300.00-1110-1000-000-000-0000						502852	81.75
											WARRANT TOTAL	\$8,264.25
45113269	000122/		KERN TROPHIES									
				PV-250538	01-0000-0-4300.00-1110-1000-001-00-000-0000						83298	303.10
											WARRANT TOTAL	\$303.10
45113270	001990/		LINGER PETERSON & SHRUM									
				PV-250541	01-0000-0-5800.00-0000-7100-000-000-0000						23915	2,260.00
											WARRANT TOTAL	\$2,260.00
45113271	000660/		M&S SECURITY SERVICES									
				PV-250543	01-0000-0-5800.00-0000-8100-002-00-000-0000						119403	40.00
											WARRANT TOTAL	\$40.00
45113272	000115/		MCMOR CHLORINATION									
				PV-250542	01-0000-0-5800.00-0000-8100-001-00-000-0000						26487	748.00
											WARRANT TOTAL	\$748.00
45113273	800725/		Napa Auto & Truck Parts/Orange									
				PV-250546	01-0000-0-4300.00-0000-3600-000-000-0000						25364	224.73
					01-0000-0-4300.00-0000-3600-000-000-0000						25679	39.60
											WARRANT TOTAL	\$264.33

KERN COUNTY SUPERINTENDENT OF SCHOOLS
COMMERCIAL WARRANT REGISTER
FOR WARRANTS DATED 03/28/2025

DISTRICT: 040 LAKESIDE UNION SCHOOL DISTRICT
BATCH: 0015 PAYMENTS
FUND : 01 GENERAL FUND

WARRANT	VENDOR/ADDR	NAME (REMIT)	REQ#	REFERENCE LN	FD	RESC-Y	OBJT	SO	GOAL-FUNC	STF	T2	TY3	TYP4	ABA NUM	ACCOUNT NUM	DESCRIPTION	AMOUNT
45113274	800964/	OFFICE DEPOT															
	PV-250544				01	0000	0	4300	00	0000	7200	000	000	0000	411013696001		44.98
					01	0000	0	4300	00	0000	7200	000	000	0000	411146312001		14.06
					01	0000	0	4300	00	0000	7200	000	000	0000	413699135001		156.85
																	\$215.89
45113275	000061/	P G & E															
	PV-250547				01	0000	0	5500	00	0000	8100	001	00	0000	0000	LAKESIDE POWER	13,465.85
					01	0000	0	5500	00	0000	8100	001	00	0000	0000	LAKESIDE GAS	5,037.72
					01	0000	0	5500	00	0000	8100	002	00	0000	0000	SUBURU POWER	15,868.73
					01	0000	0	5500	00	0000	8100	002	00	0000	0000	SUBURU GAS	1,861.29
																	\$36,233.59
45113276	000463/	PITNEY BOWES - PURCHASE POWER															
	PV-250548				01	0000	0	5900	00	0000	7200	000	00	122	0000	POSTAGE	114.75
																	\$114.75
45113277	002160/	PLC HEATING & AIR															
	PV-250550				01	0000	0	5800	00	0000	8100	001	00	0000	0000	I250313689	240.00
					01	0000	0	5800	00	0000	8100	002	00	0000	0000	I250318714	1,178.50
					01	0000	0	5800	00	0000	8100	002	00	0000	0000	I250318705	510.00
					01	0000	0	5800	00	0000	8100	002	00	0000	0000	I250313688	240.00
					01	0000	0	5800	00	0000	8100	002	00	0000	0000	I250213603	360.00
					01	0000	0	5800	00	0000	8100	002	00	0000	0000	I250218609	120.00
					01	0000	0	5800	00	0000	8100	002	00	0000	0000	I250218610	1,022.50
					01	0000	0	5800	00	0000	8100	002	00	0000	0000	I250218611	861.00
					01	0000	0	5800	00	0000	8100	002	00	0000	0000	I250218612	761.13
																	\$5,293.13
45113278	000173/	PRICE DISPOSAL INC.															
	PV-250549				01	8150	0	5500	00	0000	8100	000	00	0000	0000	N4855200533	1,960.75

DISTRICT: 040 LAKESIDE UNION SCHOOL DISTRICT
BATCH: 0015 PAYMENTS
FUND : 01 GENERAL FUND

WARRANT	VENDOR/ADDR	REQ#	NAME (REMIT)	REFERENCE	LN	FD-RESC-Y-OBJT.	DEPOSIT TYPE	SO-GOAL-FUNC-STE-T2-TY3-TYP4	ABA NUM	ACCOUNT NUM	DESCRIPTION	AMOUNT
45113279	002199/		READY REFRESH			01-0000-0-5800	00-1110-1000-001-00-000-0000					\$1,960.75
							WARRANT TOTAL					
							WARRANT TOTAL					566.88
							WARRANT TOTAL					\$566.88
45113280	002616/		SC SITES SERVICES LLC			01-0000-0-5900	00-0000-7200-000-000-0000			15B0030478424		
							WARRANT TOTAL					
							WARRANT TOTAL					4,536.00
							WARRANT TOTAL					\$4,536.00
90130538	000731/		SCHOOL NURSE SUPPLY INC.			01-0000-0-4300	00-0000-3140-000-00-123-0000			52113		
							WARRANT TOTAL					
							WARRANT TOTAL					71.58
							WARRANT TOTAL					182.46
							WARRANT TOTAL					243.56
							WARRANT TOTAL					\$497.60
45113281	002544/		SILVAS OIL COMPANY			01-0000-0-5800	00-0000-3600-000-00-000-0000			586750		
							WARRANT TOTAL					
							WARRANT TOTAL					3,451.06
							WARRANT TOTAL					3,065.62
							WARRANT TOTAL					1,864.13
							WARRANT TOTAL					\$8,380.81
45113282	001628/		SISC PROPERTY & LIABILITY DIV			01-0000-0-5800	00-0000-7200-000-00-000-0000			CLAIMANT: VASQUEZ, VIVIAN		
							WARRANT TOTAL					
							WARRANT TOTAL					5,000.00
							WARRANT TOTAL					\$5,000.00
45113283	002566/		SLATER PLUMBING			01-0000-0-5800	00-0000-8100-001-00-000-0000			58751		
							WARRANT TOTAL					
							WARRANT TOTAL					1,935.00
							WARRANT TOTAL					\$1,935.00
45113284	002437/		STAPLES			01-3010-0-4300	00-1110-1000-001-00-000-0000			7004515422		
							WARRANT TOTAL					
							WARRANT TOTAL					241.55
							WARRANT TOTAL					2,529.75
							WARRANT TOTAL					150.60

DISTRICT: 040 LAKESIDE UNION SCHOOL DISTRICT
BATCH: 0015 PAYMENTS
FUND : 01 GENERAL FUND

WARRANT	VENDOR/ADDR	REQ#	NAME (REMIT)	REFERENCE	LN	FD-RESC-Y-OBJT-SO-GOAL-FUNC-STE-T2-TY3-TYP4	DEPOSIT TYPE	ABA NUM	ACCOUNT NUM	DESCRIPTION	AMOUNT
45113285	001326/		TAFT CITY SCHOOL DISTRICT								
			PV-250561		01-0000-0-4300.00-1110-1000-000-00-121-0000		277				
							WARRANT TOTAL				\$2,921.90
45113286	002586/		INC. TELESPEECH THERAPY								
			PV-250562		01-0000-0-5800.00-5001-3150-000-00-134-0000		832				259.22
							WARRANT TOTAL				\$259.22
45113287	002104/		TY BRYSON								
			PV-250563		01-0000-0-5200.00-0000-7200-000-00-000-0000				TRAVEL EXPENSES		38.00
							WARRANT TOTAL				\$38.00
45113288	000454/		VERIZON WIRELESS								
			PV-250564		01-0000-0-5900.00-0000-7200-000-00-000-0000			6106510583			528.29
							WARRANT TOTAL				\$528.29
90130539	002193/		VERNON C. SORENSON MD				99 EFT				
			PV-250565		01-0000-0-5800.00-0000-3600-000-00-000-0000			00570065			120.00
							WARRANT TOTAL				\$120.00
45113289	002636/		VERONICA MORALES								
			PV-250566		01-6500-0-5200.00-5770-1110-002-00-000-0000				FEBRUARY MILEAGE		133.00
							WARRANT TOTAL				\$133.00
45113290	002480/		WELLS FARGO VENDOR FINANCIAL								
			PV-250568		01-0000-0-5600.00-0000-2700-001-00-000-0000			5033436976			860.59
							WARRANT TOTAL				562.13
							WARRANT TOTAL				\$1,422.72
45113291	002356/		WEX BANK								
			PV-250570		01-0000-0-4300.00-0000-3600-000-00-000-0000				FUEL		1,000.00
							WARRANT TOTAL				\$1,000.00
*** FUND			TOTALS ***								
							TOTAL NUMBER OF CHECKS:	51		TOTAL AMOUNT OF CHECKS:	\$175,500.24*
							TOTAL ACH GENERATED:	0		TOTAL AMOUNT OF ACH:	\$.00*
							TOTAL EFT GENERATED:	6		TOTAL AMOUNT OF EFT:	\$5,731.69*
							TOTAL PAYMENTS:	57		TOTAL AMOUNT:	\$181,231.93*

WARRANT	VENDOR/ADDR	NAME (REMIT)	REQ#	REFERENCE	LN	FD-RESC-Y-OBJT	DEPOSIT TYPE	SO-GOAL-FUNC	STE-T2-TY3-TYP4	ABA NUM	DESCRIPTION	ACCOUNT NUM	AMOUNT
45113292	001326/	TAFT CITY SCHOOL DISTRICT											
		PV-250561				13-5310-0-4700	00-0000-3700-000-000-0000	0000		251			43,321.37
						13-5310-0-4700	00-0000-3700-001-00-000-0000	0000		250			53,302.59
													\$96,623.96
													\$96,623.96*
													\$0.00*
													\$0.00*
													\$96,623.96*

*** FUND

TOTALS ***

TOTAL NUMBER OF CHECKS: 1

TOTAL ACH GENERATED: 0

TOTAL EFT GENERATED: 0

TOTAL PAYMENTS: 1

TOTAL AMOUNT OF CHECKS:

TOTAL AMOUNT OF ACH:

TOTAL AMOUNT OF EFT:

TOTAL AMOUNT:

WARRANT	VENDOR/ADDR	NAME (REMIT)	DEPOSIT TYPE	ABA NUM	ACCOUNT NUM
	REQ#	REFERENCE LN	FD-RESC-Y-OBJT. SO-GOAL-FUNC-STE-T2-TY3-TYP4	DESCRIPTION	AMOUNT
45113293	001836/	ADVANCE COMMUNICATIONS			
		PV-250502	21-0000-0-5800.00-0000-8100-001-00-000-0000	29576	963.66
			WARRANT TOTAL		\$963.66
45113294	002490/	STS EDUCATION			
		PV-250560	21-0000-0-5800.00-0000-8500-000-00-000-0000	19900 - COMPUTERS	17,623.10
			21-0000-0-5800.00-0000-8500-000-00-000-0000	19929 - MONITORS	1,496.68
			21-0000-0-5800.00-0000-8500-000-00-000-0000	19712 - HEADPHONES	2,165.00
			WARRANT TOTAL		\$21,284.78
45113295	002556/	WEATHERPROOFING TECHNOLOGIES			
		PV-250567	21-0000-0-5800.00-0000-8100-001-00-000-0000	97979878	4,614.00
			21-0000-0-5800.00-0000-8100-001-00-000-0000	97979885	8,981.00
			WARRANT TOTAL		\$13,595.00
45113296	002637/	INC. WHITESTONE INDUSTRIES			
		PV-250569	21-0000-0-5800.00-0000-8100-001-00-000-0000	5986	17,274.10
			WARRANT TOTAL		\$17,274.10
*** FUND	TOTALS ***	TOTAL NUMBER OF CHECKS:	4	TOTAL AMOUNT OF CHECKS:	\$53,117.54*
		TOTAL ACH GENERATED:	0	TOTAL AMOUNT OF ACH:	\$.00*
		TOTAL EFT GENERATED:	0	TOTAL AMOUNT OF EFT:	\$.00*
		TOTAL PAYMENTS:	4	TOTAL AMOUNT:	\$53,117.54*

APY250 L.00.06

KERN COUNTY SUPERINTENDENT OF SCHOOLS
 COMMERCIAL WARRANT REGISTER
 FOR WARRANTS DATED 03/28/2025

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DISTRICT: 040 LAKESIDE UNION SCHOOL DISTRICT
 BATCH: 0015 PAYMENTS
 FUND : 25 CAPITAL FACILITIES FUND

WARRANT	VENDOR/ADDR	REQ#	NAME (REMIT)	REFERENCE	LN	FD-RESC-Y-OBTT-SO-GOAL-FUNC-STE-T2-TY3-TYP4	ABA NUM	ACCOUNT NUM	DESCRIPTION	AMOUNT
45113297	001836/		ADVANCE COMMUNICATIONS							
			PV-250502			25-0000-0-5800.00-0000-8500-001-00-000-0000	29669			9,235.08
						WARRANT TOTAL				\$9,235.08
45113298	002617/		BLACK / HALL CONSTRUCTION							
			PV-250511			25-0000-0-5800.00-0000-8500-001-00-000-0000			APPL #1 KINDER. CLASS. BUILD.	97,900.26
						25-0000-0-5800.00-0000-8500-001-00-000-0000			APPL #3 MUSIC/HEALTH ROOM	226,371.27
						25-0000-0-5800.00-0000-8500-001-00-000-0000	31425			3,608.47
						25-0000-0-5800.00-0000-8500-001-00-000-0000			APPL. #2 MUSIC/HEALTH ROOM	357,772.38
						WARRANT TOTAL				\$685,652.38
45113299	002601/		CONSTRUCTION INSPECTION							
			PV-250518			25-0000-0-5800.00-0000-8500-000-00-000-0000	2025028			2,160.00
						25-0000-0-5800.00-0000-8500-000-00-000-0000	2025031			11,000.00
						WARRANT TOTAL				\$13,160.00
45113300	002635/		PENAGH ENGINEERING AND TESTING							
			PV-250525			25-0000-0-5800.00-0000-8500-000-00-000-0000	8614-1			17,740.27
						WARRANT TOTAL				\$17,740.27
45113301	002021/		KOPPEL & GRUBER							
			PV-250539			25-0000-0-5800.00-0000-7200-000-00-000-0000	24-1559			5,530.00
						WARRANT TOTAL				\$5,530.00
45113302	002588/		INC KRAZAN & ASSOCIATED							
			PV-250540			25-0000-0-5800.00-0000-8500-001-00-000-0000	B630731-31784			2,148.00
						25-0000-0-5800.00-0000-8500-001-00-000-0000	B630750-31784			3,860.00
						25-0000-0-5800.00-0000-8500-001-00-000-0000	B630751-31784			3,238.00
						WARRANT TOTAL				\$9,246.00
45113303	002487/		ORDIZ-MELBY							
			PV-250545			25-0000-0-5800.00-0000-8500-001-00-000-0000	8760			280.00
						25-0000-0-5800.00-0000-8500-001-00-000-0000	8763			4,375.74

DISTRICT: 040 LAKESIDE UNION SCHOOL DISTRICT
BATCH: 0015 PAYMENTS
FUND : 25 CAPITAL FACILITIES FUND

WARRANT	VENDOR/ADDR REQ#	NAME (REMIT) REFERENCE LN	FD-RESC-Y-OBJT. SO-GOAL-FUNC-STE-T2-TY3-TYP4	DEPOSIT TYPE	ABA NUM	ACCOUNT NUM	DESCRIPTION	AMOUNT	
90130540	002050/	INC. SAN JOAQUIN INTERIORS	25-0000-0-5800.00-0000-8500-001-00-000-0000	99 EFT			8764	5,531.84	
							8768	475.00	
							8769	4,579.50	
							WARRANT TOTAL		\$15,242.08
45113304	002514/	SCHOOL FACILITY CONSULTANTS	25-0000-0-5800.00-0000-8500-001-00-000-0000				32932	7,301.63	
							32949	1,789.90	
							WARRANT TOTAL		\$9,091.53
45113305	000363/	WILLIAMS SCOTSMAN INC	25-0000-0-5800.00-0000-8500-000-00-000-0000				22639	2,337.50	
							22791	1,237.50	
							WARRANT TOTAL		\$3,575.00
***	FUND	TOTALS ***	25-0000-0-5600.00-0000-8700-001-00-000-0000	WARRANT TOTAL			9023215612	2,835.88	
								\$2,835.88	
***	BATCH	TOTALS ***	TOTAL NUMBER OF CHECKS:	9			TOTAL AMOUNT OF CHECKS:	\$762,216.69*	
							TOTAL ACH GENERATED:	\$.00*	
							TOTAL EFT GENERATED:	\$9,091.53*	
							TOTAL PAYMENTS:	\$771,308.22*	
***		TOTALS ***	TOTAL NUMBER OF CHECKS:	65			TOTAL AMOUNT OF CHECKS:	\$1,087,458.43*	
							TOTAL ACH GENERATED:	\$.00*	
							TOTAL EFT GENERATED:	\$14,823.22*	
							TOTAL PAYMENTS:	\$1,102,281.65*	
***	DISTRICT	TOTALS ***	TOTAL NUMBER OF CHECKS:	65			TOTAL AMOUNT OF CHECKS:	\$1,087,458.43*	
							TOTAL ACH GENERATED:	\$.00*	
							TOTAL EFT GENERATED:	\$14,823.22*	
							TOTAL PAYMENTS:	\$1,102,281.65*	

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, 2024 (for period Jul 1 – Sep 30)
☐ Jan 1, 2025 (for period Oct – Dec 31)
☒ April 1, 2025 (for period Jan 1 – Mar 31)
☐ July 1, 2025 (for period Apr 1 – Jun 30)

Date for information to be reported publicly at governing board meeting: April 8, 2025

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

LAKESIDE UNION SCHOOL DISTRICT 2025-2026 Student Attendance Calendar

Approved TBD

Sch. Days	School Month	M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F	Notes
22	Aug.																Aug. 1 School Offices Open
	Aug./Sept.																Aug. 7-8 New Staff Meeting Days
20	Aug./Sept.																Aug. 11-12 All Staff Meeting Days
	Aug./Sept.																Aug. 13 First Day of School
	Aug./Sept.																Aug. 21 Suburu Back to School Night
	Aug./Sept.																Aug. 28 Lakeside Back to School Night
	Sept./Oct.																Sept. 1 Labor Day
19	Oct./Nov.																Oct. 20-24 District Parent Conf.
14	Nov./Dec.																Nov. 10 Non-Student Inservice Day
	Nov./Dec.																Nov. 11 Veterans' Day
10	Dec./Jan.																Nov. 24-28 Thanksgiving Holiday
	Dec./Jan.																Dec. 22-Jan. 2 Winter Break
19	January																Jan. 19 Dr. Martin L. King, Jr. Day Observed
18	February																Feb. 9 Lincoln's Birthday Observed
20	March																Feb. 16 Washington's Birthday Observed
14	Mar./April																Mar. 19-20 Dist. Parent Conferences
20	April/May																Mar. 30 - Apr. 6 Easter Recess
4	May/June																May 3 Lakeside Barbecue
																	May 7 Suburu Open House
																	May 14 Lakeside Open House
																	May 25 Memorial Day
																	May 29 8th Grade Graduation
																	*(Graduation subject to change)
																	May 29 Last Day of School, 12 p.m. dismissal
																	June 1 - June 5 In case of previous closure
																	State Testing - Dates to be determined

All dates are subject to change

ID = Non-Student Inservice Day

M = Minimum Day

= Holiday

Progress Reports

End of Quarters

- Sept. 12
- Nov. 14
- Feb. 6
- April 24
- 1st: Oct. 10 (42 days)
- 2nd: Dec. 19 (43 days/85 total days)
- 3rd: March 13 (47 days/132 total days)
- 4th: May 29 (48 days/180 total days)

LAKESIDE



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Lakeside School 2025-2026	15635526009666	February 27, 2025	April 8, 2025

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 (LCAP) process.

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

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (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 64001(g)(1), 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.

This plan is being used by Lakeside School 2025-2026 for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

Additional Targeted Support and Improvement

Students with disabilities and the African American student group are facing significant challenges, with students with disabilities consistently performing at the lowest levels in ELA, Math, and chronic absenteeism. Additionally, the Foster Youth and Two or More Races student groups struggles with chronic absenteeism and suspension rates. Targeted interventions and support services are essential to address these issues and promote equitable outcomes for all students.

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

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Plan Description

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

This plan is being used by Lakeside School 2025-2026 for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

Additional Targeted Support and Improvement

Students with disabilities and the African American student group are facing significant challenges, with students with disabilities consistently performing at the lowest levels in ELA, Math, and chronic absenteeism. Additionally, the Foster Youth and Two or More Races student groups struggles with chronic absenteeism and suspension rates. Targeted interventions and support services are essential to address these issues and promote equitable outcomes for all students.

Lakeside 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 Grant.

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.

Due to learning loss during the COVID-19 pandemic, district leaders and teachers need to identify exactly what unfinished learning needs to be addressed. We will need to prioritize accelerating student learning by accelerating their exposure to grade level appropriate content, so that every student can get back to grade level. This won't happen in a single year, but it should be our primary goal.

How we will address Pupil Learning Loss in English language arts, mathematics, and English Language Development

- The first step will be to prioritize the most critical prerequisite skills and knowledge for each subject area and grade level.
- Second, plan our approach to diagnosing student's unfinished learning in that subject area and grade level.

- Third, modify the scope and sequence, and pacing guides for each subject area and grade level to reflect where teachers might need to provide acceleration support.
- Fourth, provide professional learning for leaders and teachers to diagnose students' unfinished learning and provide acceleration support.
- Fifth, monitor student progress on grade appropriate assignments, and adjust supports for teachers based on student results.

Consistent with California Education Code 64001, this plan meets the requirements of ESSA and is aligned with the LCAP. This plan meets both state and federal requirements, aligns state and federal resources, and helps minimize duplication of effort at the local level. This plan was developed using the most recent data available. This plan describes strategies the school will do to improve student outcomes. Strategies include:

- Continue to develop a multi-tiered system of supports for all students; specifically for high needs students.
- Provide counseling services for students with emotional and behavioral needs.
- Continue the implementation of Positive Behavioral Interventions and Supports.
- Provide professional development for teachers, focusing on evidenced-based instructional strategies that enhance student engagement.
- Continue to implement a robust student assessment system to improve student achievement in English Language Arts and math. Teachers will regularly collect and analyze common formative and summative assessment data, and use the data to establish instructional priorities, inform classroom instruction, and monitor student progress and achievement.
- Proceed with the Continuous Improvement Process to cultivate collaborative cultures, produce strong groups and individuals, develop internal accountability, and be responsible within our system.

Educational Partner Involvement

How, when, and with whom did Lakeside School 2025-2026 consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

The School Site Council and advisory groups (English Language Advisory Committee, Special Education, Leadership) served to guide the development, review and implementation of the SPSA. The SSC worked to seek and gather input from all stakeholders prior to sending the plan out for public comment. All stakeholders representatives were solicited and invited to the SSC meetings.

Opportunities for input included, but was not limited to: surveys, community/parent meetings, School Site Council meetings, District English Language Advisory Committee meetings, student body government. Meeting notices were sent through District email and website updates.

An overview of the LCAP, the CA School Dashboard, and CAASPP results of school student group data is presented at SSC meetings. Input was gathered on what's working well and what needs to be targeted for improvement. Comments and feedback were recorded and summarized into this document.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable. This section is required for all schools eligible for ATSI and CSI.

While we have implemented a schoolwide social-emotional learning (SEL) curriculum to support student well-being and address identified needs, we continue to struggle with student attendance. Chronic absenteeism remains a barrier to consistent engagement with the SEL program and overall academic success. Despite our efforts, many students are missing valuable instructional and support time, highlighting the need for continued focus on improving attendance and ensuring equitable access to these critical services.

Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

The following state indicator(s) for which overall performance was in the "Red" or "Orange" performance category are:

Red: English Learner Progress
Orange: Suspension Rates, English Language Arts, Mathematics.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the "all student" performance.

The following state indicator(s) for which performance for any student group was two or more performance levels below the "all student" performance are:

Chronic Absenteeism (All Students - Yellow)

- English Learners
- Long-Term English Learners
- Two or More Races

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

n/a

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Lakeside School 2025-2026. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	0.30%	0.8%	0.58%	2	6	5
African American	4.76%	4.54%	4.86%	32	34	42
Asian	3.72%	5.47%	6.83%	25	41	59
Filipino	2.53%	1.2%	1.16%	17	9	10
Hispanic/Latino	64.29%	64.62%	68.29%	432	484	590
Pacific Islander	%	0.13%	0.12%	0	1	1
White	17.26%	15.62%	11.23%	116	117	97
Two or More Races	4.76%	3.07%	2.20%	32	23	19
Not Reported	2.38%	4.54%	4.75%	16	34	
Total Enrollment				672	749	864

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	27	43	57
Grade 1	29	28	38
Grade 2	27	26	52
Grade 3	28	53	52
Grade 4	32	39	68
Grade 5	38	45	66
Grade 6	149	178	170
Grade 7	162	154	185
Grade 8	180	183	155
Total Enrollment	672	749	864

Conclusions based on this data:

1. Based on the data, our school site enrollment continues to increase.

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	78	81	128	12.2%	11.6%	14.8%
Fluent English Proficient (FEP)	127	151	145	19.8%	18.9%	16.8%
Reclassified Fluent English Proficient (RFEP)				14.7%		

Conclusions based on this data:

1. The percentage of ELs increased by 1.8% from 2019/20 to 2020/21
2. The percentage of FEP decreased 1.7% from 2019/20 to 2020/21
3. The percentage of RFEP decreased 9.1% from 2019/20 to 2020/21

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	26	50	50	25	47	50	25	47	50	96.2	94.0	100
Grade 4	33	38	67	32	38	63	32	38	63	97.0	100.0	94
Grade 5	38	47	67	37	46	67	37	46	67	97.4	97.9	100
Grade 6	155	184	178	150	183	174	149	183	174	96.8	99.5	97.8
Grade 7	166	155	186	160	150	183	160	150	183	96.4	96.8	98.4
Grade 8	189	184	151	183	182	148	183	182	148	96.8	98.9	98
All Grades	607	658	699	587	646	685	586	646	685	96.7	98.2	98

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2353.	2366.	2344.	8.00	6.38	6.00	12.00	10.64	20.00	32.00	31.91	14.00	48.00	51.06	60.00
Grade 4	2397.	2423.	2410.	0.00	13.16	4.76	6.25	21.05	19.05	28.13	15.79	30.16	65.63	50.00	46.03
Grade 5	2488.	2440.	2450.	10.81	4.35	5.97	37.84	15.22	31.34	24.32	28.26	14.93	27.03	52.17	47.76
Grade 6	2513.	2525.	2476.	16.11	21.31	10.34	26.85	30.60	17.82	25.50	22.40	28.16	31.54	25.68	43.68
Grade 7	2522.	2509.	2534.	10.00	10.00	10.93	26.25	24.67	36.61	30.00	26.67	23.50	33.75	38.67	28.96
Grade 8	2549.	2535.	2574.	9.29	8.24	18.92	34.97	31.87	35.14	30.60	32.42	29.73	25.14	27.47	16.22
All Grades	N/A	N/A	N/A	10.75	12.23	11.09	28.16	26.47	28.18	28.67	26.93	25.11	32.42	34.37	35.62

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	*	6.38	8.00	*	63.83	48.00	*	29.79	44.00
Grade 4	6.25	7.89	7.94	65.63	65.79	65.08	28.13	26.32	26.98
Grade 5	18.92	8.70	7.46	64.86	63.04	59.70	16.22	28.26	32.84
Grade 6	16.78	13.66	8.05	55.03	55.74	50.57	28.19	30.60	41.38
Grade 7	15.00	8.00	14.21	56.88	61.33	61.75	28.13	30.67	24.04
Grade 8	13.66	15.47	16.89	63.39	55.25	64.19	22.95	29.28	18.92
All Grades	14.51	11.63	11.53	59.56	58.60	58.54	25.94	29.77	29.93

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	*	6.38	4.00	*	48.94	36.00	*	44.68	60.00
Grade 4	0.00	5.26	3.17	59.38	52.63	49.21	40.63	42.11	47.62
Grade 5	8.11	2.17	5.97	56.76	56.52	43.28	35.14	41.30	50.75
Grade 6	20.81	27.47	10.92	43.62	47.25	43.68	35.57	25.27	45.40
Grade 7	11.88	12.00	24.04	59.38	52.67	49.18	28.75	35.33	26.78
Grade 8	11.48	10.44	27.03	58.47	59.89	52.03	30.05	29.67	20.95
All Grades	12.80	14.42	16.20	53.92	53.18	46.86	33.28	32.40	36.93

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	*	2.13	4.00	*	82.98	66.00	*	14.89	30.00
Grade 4	3.13	5.26	0.00	78.13	71.05	74.60	18.75	23.68	25.40
Grade 5	8.11	6.52	7.46	81.08	76.09	67.16	10.81	17.39	25.37
Grade 6	13.42	13.66	8.05	67.79	71.58	70.69	18.79	14.75	21.26
Grade 7	7.50	10.00	9.29	79.38	71.33	75.96	13.13	18.67	14.75
Grade 8	19.67	9.39	14.86	69.95	72.93	75.68	10.38	17.68	9.46
All Grades	12.63	9.77	8.76	73.04	73.02	72.85	14.33	17.21	18.39

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	*	6.38	6.00	*	61.70	52.00	*	31.91	42.00
Grade 4	0.00	7.89	4.76	59.38	73.68	68.25	40.63	18.42	26.98
Grade 5	13.51	0.00	7.46	67.57	71.74	67.16	18.92	28.26	25.37
Grade 6	10.74	16.94	8.62	73.83	66.12	56.90	15.44	16.94	34.48
Grade 7	10.63	11.33	12.02	69.38	64.67	64.48	20.00	24.00	23.50
Grade 8	12.57	9.39	22.30	75.41	74.59	65.54	12.02	16.02	12.16
All Grades	10.75	11.01	11.82	70.99	68.68	62.48	18.26	20.31	25.69

Conclusions based on this data:

- Overall Achievement in ELA/Literacy, Percentage of Students that Met or Exceeded Standards from 2021-2022 to 2022-2023.
3rd Grade
Decrease 2.98%
4th Grade
Decrease 3.33%
5th Grade
Decrease 2.73%
6th Grade
Decrease 18.42%
7th Grade
Increase 0.73%
8th Grade
Decrease 8.71%
All
Decrease 7.75%
- ELA Claims Above & At or Near Standard Standard from 2018/19 to 2020/21
Reading
All Students
2018/19 66.43%
2020/21 71.59%
Increase 5.16%
Writing
All Students
2018/19 73.68%
2020/21 64.23%
Decrease 9.45%
- Overall, student performance decreased from 2018/19 to 2020/21.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	26	50	50	25	47	50	25	47	50	96.2	94.0	100
Grade 4	33	38	67	32	38	63	32	38	63	97.0	100.0	94
Grade 5	38	47	67	36	46	66	36	46	66	94.7	97.9	98.5
Grade 6	155	184	178	149	182	174	149	182	174	96.1	98.9	97.8
Grade 7	166	156	186	158	150	183	158	150	183	95.2	96.2	98.4
Grade 8	189	184	151	184	181	148	184	181	148	97.4	98.4	98
All Grades	607	659	699	584	644	684	584	644	684	96.2	97.7	97.9

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2389.	2385.	2360.	8.00	8.51	4.00	20.00	14.89	16.00	32.00	27.66	22.00	40.00	48.94	58.00
Grade 4	2394.	2429.	2414.	0.00	2.63	0.00	9.38	23.68	19.05	40.63	31.58	38.10	50.00	42.11	42.86
Grade 5	2471.	2430.	2422.	8.33	6.52	1.52	11.11	4.35	6.06	44.44	21.74	30.30	36.11	67.39	62.12
Grade 6	2455.	2453.	2422.	6.04	2.20	4.60	14.09	9.34	5.17	22.82	33.52	20.11	57.05	54.95	70.11
Grade 7	2462.	2440.	2473.	1.90	2.00	3.83	12.03	8.00	9.29	27.85	14.67	37.70	58.23	75.33	49.18
Grade 8	2482.	2475.	2493.	4.35	3.31	4.73	8.70	8.84	12.16	26.09	28.73	25.00	60.87	59.12	58.11
Grade 11															
All Grades	N/A	N/A	N/A	4.28	3.26	3.65	11.64	9.78	9.94	27.91	26.40	28.65	56.16	60.56	57.75

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	*	8.51	6.00	*	42.55	46.00	*	48.94	48.00
Grade 4	3.13	7.89	3.17	28.13	34.21	50.79	68.75	57.89	46.03
Grade 5	5.56	2.17	1.52	61.11	36.96	28.79	33.33	60.87	69.70
Grade 6	5.37	3.30	4.60	34.23	40.11	25.86	60.40	56.59	69.54
Grade 7	3.80	2.67	3.83	41.77	29.33	44.26	54.43	68.00	51.91
Grade 8	3.28	4.97	5.41	42.08	44.20	47.97	54.64	50.83	46.62
Grade 11									
All Grades	4.80	4.19	4.24	40.65	38.35	39.62	54.55	57.45	56.14

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	*	8.51	10.00	*	48.94	42.00	*	42.55	48.00
Grade 4	3.13	7.89	0.00	40.63	50.00	57.14	56.25	42.11	42.86
Grade 5	2.78	4.35	1.52	80.56	47.83	40.91	16.67	47.83	57.58
Grade 6	6.04	3.85	0.57	39.60	47.25	32.18	54.36	48.90	67.24
Grade 7	3.80	2.00	3.28	48.10	41.33	50.82	48.10	56.67	45.90
Grade 8	5.43	5.52	4.73	55.98	51.38	60.14	38.59	43.09	35.14
All Grades	4.97	4.50	2.92	49.83	47.36	47.08	45.21	48.14	50.00

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	*	8.51	4.00	*	57.45	48.00	*	34.04	48.00
Grade 4	0.00	7.89	4.76	46.88	65.79	53.97	53.13	26.32	41.27
Grade 5	13.89	2.17	3.03	52.78	56.52	54.55	33.33	41.30	42.42
Grade 6	8.05	1.65	5.17	53.69	59.34	47.70	38.26	39.01	47.13
Grade 7	4.43	2.00	4.37	62.03	55.33	60.11	33.54	42.67	35.52
Grade 8	3.26	3.87	4.73	60.87	54.14	65.54	35.87	41.99	29.73
All Grades	5.31	3.26	4.53	57.53	56.99	56.14	37.16	39.75	39.33

Conclusions based on this data:

- Overall Achievement in Math, Percentage of Students that Met or Exceeded Standards from 2018/19 to 2020/21.
3rd Grade
Decrease 33.67%
4th Grade
Increase 8.89%
5th Grade
Increase 4.85%
6th Grade

Decrease 17.41%
7th Grade
Decrease 10.71%
8th Grade
Decrease 11.04%
All
Decrease 11.49%

2. Math Claim Concepts & Procedures Above & At or Near Standard
All Students
Decreased 1.36%

Problem Solving & Modeling/Data Analysis
Increased 0.66%

Communicating Reasoning
Increased 10.01%

3. Overall, student performance stayed the same or decreased from 2018/19 to 2020/21.

School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](https://www.cde.ca.gov/ta/tg/eng/elpac/) web page or the [ELPAC.org](https://elpac.org) website for more information about the ELPAC.

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	1425.9	1403.6	*	1426.7	1408.6	*	1423.7	1392.4	5	15	17
1	*	*	1409.1	*	*	1446.3	*	*	1371.5	*	*	14
2	*	*	*	*	*	*	*	*	*	6	4	10
3		1485.1	*		1501.5	*		1468.2	*		11	8
4	*	*	1518.6	*	*	1540.3	*	*	1496.1	*	6	15
5	*	*	*	*	*	*	*	*	*	5	10	10
6	1533.8	1528.6	1516.6	1522.1	1529.8	1517.0	1545.0	1526.8	1516.0	12	18	24
7	1559.5	*	1523.2	1551.6	*	1517.1	1567.0	*	1528.7	22	8	18
8	*	1548.2	*	*	1552.3	*	*	1543.7	*	10	14	8
All Grades										66	89	124

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	26.67	11.76	*	26.67	23.53	*	26.67	41.18	*	20.00	23.53	*	15	17
1	*	*	0.00	*	*	23.08	*	*	53.85	*	*	23.08	*	*	13
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3		9.09	*		36.36	*		54.55	*		0.00	*		11	*
4	*	*	13.33	*	*	40.00	*	*	40.00	*	*	6.67	*	*	15
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	16.67	22.22	12.50	66.67	44.44	33.33	16.67	22.22	45.83	0.00	11.11	8.33	12	18	24
7	36.36	*	5.56	36.36	*	50.00	22.73	*	27.78	4.55	*	16.67	22	*	18
8	*	28.57	*	*	28.57	*	*	35.71	*	*	7.14	*	*	14	*
All Grades	21.21	24.72	8.94	40.91	33.71	30.89	31.82	29.21	37.40	6.06	12.36	22.76	66	89	123

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	26.67	17.65	*	33.33	29.41	*	26.67	23.53	*	13.33	29.41	*	15	17
1	*	*	30.77	*	*	38.46	*	*	23.08	*	*	7.69	*	*	13
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3		45.45	*		54.55	*		0.00	*		0.00	*		11	*
4	*	*	46.67	*	*	40.00	*	*	13.33	*	*	0.00	*	*	15
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	33.33	50.00	29.17	50.00	33.33	41.67	16.67	5.56	20.83	0.00	11.11	8.33	12	18	24
7	40.91	*	33.33	45.45	*	27.78	13.64	*	27.78	0.00	*	11.11	22	*	18
8	*	42.86	*	*	28.57	*	*	21.43	*	*	7.14	*	*	14	*
All Grades	27.27	44.94	29.27	43.94	31.46	30.08	27.27	13.48	23.58	1.52	10.11	17.07	66	89	123

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	13.33	11.76	*	20.00	35.29	*	40.00	35.29	*	26.67	17.65	*	15	17
1	*	*	0.00	*	*	7.69	*	*	23.08	*	*	69.23	*	*	13
2		*	*		*	*		*	*		*	*		*	*
3	*	0.00	*	*	27.27	*	*	9.09	*	*	63.64	*	*	11	*
4	*	*	6.67	*	*	6.67	*	*	46.67	*	*	40.00	*	*	15
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	8.33	5.56	0.00	33.33	27.78	8.33	50.00	44.44	66.67	8.33	22.22	25.00	12	18	24
7	22.73	*	5.56	27.27	*	22.22	45.45	*	44.44	4.55	*	27.78	22	*	18
8	*	14.29	*	*	28.57	*	*	35.71	*	*	21.43	*	*	14	*
All Grades	12.12	8.99	3.25	27.27	23.60	17.89	43.94	33.71	38.21	16.67	33.71	40.65	66	89	123

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	26.67	0.00	*	60.00	94.12	*	13.33	5.88	*	15	17
1	*	*	46.15	*	*	38.46	*	*	15.38	*	*	13
2	*	*	*	*	*	*	*	*	*	*	*	*
3		9.09	*		72.73	*		18.18	*		11	*
4	*	*	33.33	*	*	66.67	*	*	0.00	*	*	15
5	*	*	*	*	*	*	*	*	*	*	*	*
6	16.67	11.11	16.67	83.33	83.33	50.00	0.00	5.56	33.33	12	18	24
7	22.73	*	5.56	72.73	*	72.22	4.55	*	22.22	22	*	18
8	*	14.29	*	*	64.29	*	*	21.43	*	*	14	*
All Grades	22.73	22.47	13.82	71.21	61.80	63.41	6.06	15.73	22.76	66	89	123

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	26.67	35.29	*	53.33	35.29	*	20.00	29.41	*	15	17
1	*	*	23.08	*	*	69.23	*	*	7.69	*	*	13
2	*	*	*	*	*	*	*	*	*	*	*	*
3		72.73	*		27.27	*		0.00	*		11	*
4	*	*	66.67	*	*	33.33	*	*	0.00	*	*	15
5	*	*	*	*	*	*	*	*	*	*	*	*
6	58.33	72.22	58.33	33.33	16.67	33.33	8.33	11.11	8.33	12	18	24
7	68.18	*	61.11	27.27	*	27.78	4.55	*	11.11	22	*	18
8	*	78.57	*	*	14.29	*	*	7.14	*	*	14	*
All Grades	43.94	62.92	47.15	46.97	25.84	35.77	9.09	11.24	17.07	66	89	123

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	20.00	5.88	*	60.00	76.47	*	20.00	17.65	*	15	17
1	*	*	0.00	*	*	23.08	*	*	76.92	*	*	13
2	*	*	*	*	*	*	*	*	*	*	*	*
3		0.00	*		36.36	*		63.64	*		11	*
4	*	*	6.67	*	*	46.67	*	*	46.67	*	*	15
5	*	*	*	*	*	*	*	*	*	*	*	*
6	8.33	0.00	4.17	41.67	50.00	29.17	50.00	50.00	66.67	12	18	24
7	22.73	*	0.00	45.45	*	50.00	31.82	*	50.00	22	*	18
8	*	14.29	*	*	35.71	*	*	50.00	*	*	14	*
All Grades	12.12	7.87	2.44	48.48	47.19	42.28	39.39	44.94	55.28	66	89	123

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	26.67	35.29	*	40.00	41.18	*	33.33	23.53	*	15	17
1	*	*	0.00	*	*	69.23	*	*	30.77	*	*	13
2	*	*	*	*	*	*	*	*	*	*	*	*
3		9.09	*		81.82	*		9.09	*		11	*
4	*	*	13.33	*	*	73.33	*	*	13.33	*	*	15
5	*	*	*	*	*	*	*	*	*	*	*	*
6	25.00	27.78	4.17	75.00	61.11	83.33	0.00	11.11	12.50	12	18	24
7	22.73	*	16.67	77.27	*	66.67	0.00	*	16.67	22	*	18
8	*	14.29	*	*	71.43	*	*	14.29	*	*	14	*
All Grades	18.18	16.85	12.20	74.24	61.80	59.35	7.58	21.35	28.46	66	89	123

Conclusions based on this data:

- Overall Language Performance 2018/19 - 2020/21
Level 4 Well Developed, decreased 17.46%
Level 3 Moderately Developed, decreased 13.19%
Level 2 Somewhat Developed, increased 21.82%
Level 1 Minimally Developed, increased 8.8%

Written Performance 2018/19 - 2020/21
Level 4 Well Developed, decreased 5.43%
Level 3 Moderately Developed, decreased 24.83%
Level 2 Somewhat Developed, increased 12.75%
Level 1 Minimally Developed, increased 18%

- Reading Domain Performance 2018/19 - 2020/21
Well Developed, decreased 4.17%

Somewhat/Moderately Developed, decreased 22.16%
Beginning, increased 26.33%

Writing Domain Performance 2018/19 - 2020/21

Well Developed, decreased 16.55%

Somewhat/Moderately Developed, increased 14.88%

Beginning, increased 1.68%

3. Overall student performance decreased from 2018/19 to 2020/21.

School and Student Performance Data

Student Population

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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

2023-24 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
864	62.6%	14.8%	0.3%
Total Number of Students enrolled in Lakeside School 2025-2026.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2023-24 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	128	14.8%
Foster Youth	3	0.3%
Homeless	5	0.6%
Socioeconomically Disadvantaged	541	62.6%
Students with Disabilities	102	11.8%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	42	4.9%
American Indian	5	0.6%
Asian	59	6.8%
Filipino	10	1.2%
Hispanic	590	68.3%
Two or More Races	19	2.2%
Pacific Islander	1	0.1%
White	97	11.2%

Conclusions based on this data:

1. Socioeconomically Disadvantaged is by far the largest student group at 61.5%

2. Hispanic is by far the largest student group by ethnicity at 64.6%

School and Student Performance Data

Overall Performance

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."



2024 Fall Dashboard Overall Performance for All Students		
Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Orange	Chronic Absenteeism Yellow	Suspension Rate Orange
Mathematics Orange		
English Learner Progress Red		

Conclusions based on this data:

- Suspension rates have improved, moving from Red from the previous year to Orange.
- English Learner Progress has decreased from the previous year to Red.

School and Student Performance Data

Academic Performance English Language Arts

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.







Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”












This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students  Orange 27.3 points below standard Maintained -0.2 points 627 Students	English Learners  Red 73.4 points below standard Maintained -2.5 points 110 Students	Long-Term English Learners  No Performance Color 97.3 points below standard Increased 5 points 25 Students
Foster Youth  No Performance Color Fewer than 11 students - data not displayed for privacy 2 Students	Homeless  No Performance Color Fewer than 11 students - data not displayed for privacy 4 Students	Socioeconomically Disadvantaged  Orange 35.1 points below standard Maintained -0.4 points 409 Students

Students with Disabilities  Red 125.8 points below standard Maintained -2.9 points 76 Students	African American  No Performance Color 85.2 points below standard Declined 6.9 points 29 Students	American Indian  No Performance Color 0 Students
Asian  Yellow 8.3 points above standard Declined 17.6 points 36 Students	Filipino  No Performance Color Fewer than 11 students - data not displayed for privacy 6 Students	Hispanic  Orange 30.4 points below standard Declined 3 points 451 Students
Two or More Races  No Performance Color 0.8 points above standard Increased 51.7 points 12 Students	Pacific Islander  No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student	White  Yellow 11.6 points below standard Increased 14.4 points 68 Students

Conclusions based on this data:

1. Most student groups either increased or maintained.
2. Three student groups declined, with Asians declining the most with 17.6 points.

School and Student Performance Data

Academic Performance Mathematics

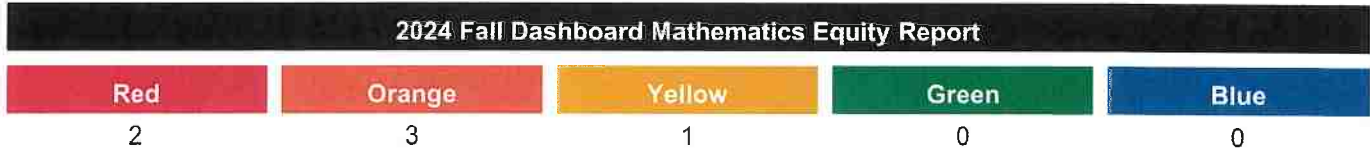
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.







Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."












This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
<div>All Students</div> <div></div> <div>Orange</div> <div>96.3 points below standard</div> <div>Increased 3.4 points</div> <div>636 Students</div>	<div>English Learners</div> <div></div> <div>Red</div> <div>131.6 points below standard</div> <div>Declined 4.4 points</div> <div>121 Students</div>	<div>Long-Term English Learners</div> <div></div> <div>No Performance Color</div> <div>191.6 points below standard</div> <div>Declined 14.8 points</div> <div>25 Students</div>
<div>Foster Youth</div> <div></div> <div>No Performance Color</div> <div>Fewer than 11 students - data not displayed for privacy</div> <div>2 Students</div>	<div>Homeless</div> <div></div> <div>No Performance Color</div> <div>Fewer than 11 students - data not displayed for privacy</div> <div>4 Students</div>	<div>Socioeconomically Disadvantaged</div> <div></div> <div>Red</div> <div>103.3 points below standard</div> <div>Maintained -0.9 points</div> <div>415 Students</div>

Students with Disabilities  Orange 171.1 points below standard Increased 5.9 points 76 Students	African American  No Performance Color 148.9 points below standard Declined 16.5 points 29 Students	American Indian  No Performance Color 0 Students
Asian  Orange 65.8 points below standard Declined 21.4 points 41 Students	Filipino  No Performance Color Fewer than 11 students - data not displayed for privacy 6 Students	Hispanic  Orange 101.2 points below standard Increased 3.1 points 454 Students
Two or More Races  No Performance Color 76.5 points below standard Increased 56.6 points 12 Students	Pacific Islander  No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student	White  Yellow 69.9 points below standard Increased 19.8 points 68 Students

Conclusions based on this data:

1. The majority of student groups either increased or maintained.
2. Four student groups declined.

School and Student Performance Data



Academic Performance English Learner Progress

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

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

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	Long-Term English Learner Progress
 Red 39% making progress. Number Students: 82 Students	 No Performance Color 35% making progress. Number Students: 20 Students

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.

2024 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
29.3%	31.7%	1.2%	37.8%

Conclusions based on this data:

1. Approximately one third of English Learners decreased one ELPI Level.
2. The majority of students either maintained or progressed at least one ELPI level.

School and Student Performance Data

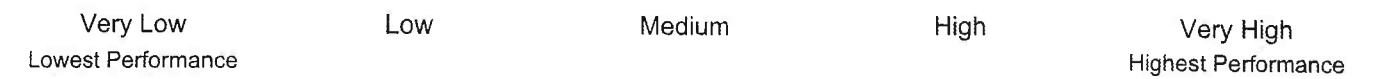
Academic Performance College/Career Report

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.



This section provides number of student groups in each level.



Explore information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2024 Fall Dashboard College/Career Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.







Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."












This section provides number of student groups in each level.



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.

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
<div>All Students</div> <div><p>Yellow</p></div> <div>29.5% Chronically Absent</div> <div>Declined 3.3</div> <div>948 Students</div>	<div>English Learners</div> <div><p>Red</p></div> <div>36.4% Chronically Absent</div> <div>Increased 5.7</div> <div>154 Students</div>	<div>Long-Term English Learners</div> <div><p>Red</p></div> <div>53.3% Chronically Absent</div> <div>Increased 19.2</div> <div>30 Students</div>
<div>Foster Youth</div> <div><p>No Performance Color</p></div> <div>Fewer than 11 students - data not displayed for privacy</div> <div>10 Students</div>	<div>Homeless</div> <div><p>No Performance Color</p></div> <div>Fewer than 11 students - data not displayed for privacy</div> <div>6 Students</div>	<div>Socioeconomically Disadvantaged</div> <div><p>Orange</p></div> <div>30.4% Chronically Absent</div> <div>Declined 2.8</div> <div>629 Students</div>

Students with Disabilities  Orange 43.8% Chronically Absent Declined 4.2 130 Students	African American  Orange 37.8% Chronically Absent Declined 6.7 45 Students	American Indian  No Performance Color Fewer than 11 students - data not displayed for privacy 5 Students
Asian  Yellow 15.9% Chronically Absent Declined 6.6 63 Students	Filipino  No Performance Color 9.1% Chronically Absent 0 11 Students	Hispanic  Yellow 28.6% Chronically Absent Declined 3.7 644 Students
Two or More Races  Red 44.7% Chronically Absent Increased 4.7 76 Students	Pacific Islander  No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student	White  Orange 28.2% Chronically Absent Declined 3.8 103 Students

Conclusions based on this data:

1. Chronic absenteeism rates declined for the majority of student groups.
2. Three student groups increased, with our Long-Term English Learners increasing the most.

School and Student Performance Data

Academic Engagement Graduation Rate

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

Red
Lowest Performance

Orange

Yellow

Green

Blue
Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Graduation Rate Equity Report

Red

Orange

Yellow

Green

Blue

This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2024 Fall Dashboard Graduation Rate for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Conclusions based on this data:

1.

School and Student Performance Data

Conditions & Climate Suspension Rate

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."












This section provides number of student groups in each level.



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.

2024 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students Orange 8.6% suspended at least one day Declined 0.8% 985 Students	English Learners Red 10.2% suspended at least one day Increased 1.2% 166 Students	Long-Term English Learners Red 26.5% suspended at least one day Increased 4.2% 34 Students
Foster Youth No Performance Color 30.8% suspended at least one day 13 Students	Homeless No Performance Color Fewer than 11 students - data not displayed for privacy 9 Students	Socioeconomically Disadvantaged Orange 9.6% suspended at least one day Declined 0.7% 658 Students

Students with Disabilities  Red 10.7% suspended at least one day Increased 1.2% 131 Students	African American  Orange 19.6% suspended at least one day Declined 7.5% 46 Students	American Indian  No Performance Color Fewer than 11 students - data not displayed for privacy 5 Students
Asian  Blue 0% suspended at least one day Declined 1.8% 71 Students	Filipino  No Performance Color 0% suspended at least one day 11 Students	Hispanic  Red 9.7% suspended at least one day Increased 0.8% 663 Students
Two or More Races  Orange 8.2% suspended at least one day Declined 4.1% 85 Students	Pacific Islander  No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student	White  Yellow 4.9% suspended at least one day Declined 4.5% 103 Students

Conclusions based on this data:

- The 2024 Fall Dashboard Suspension Rate Equity Report reveals disparities in suspension rates among different student subgroups. While the overall suspension rates have decreased from the previous year, suspension rates are still an area of focus and concern for the school.

Addressing disparities in suspension rates requires a multifaceted approach that includes implementing restorative justice practices, providing social-emotional support, and promoting culturally responsive disciplinary policies. By fostering a supportive and inclusive school environment, educators can work towards reducing suspension rates and promoting positive student outcomes for all.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

To ensure that every student receives high-quality instruction tailored to their individual needs, fostering academic excellence and maximizing achievement across all grade levels and subject areas.

All strategies for Goal 1 are directed toward increasing student academic achievement through targeted instructional support, access to technology and learning resources, and professional development for educators. The desired result is to create equitable and supportive learning environments where all students—including English Learners, Long Term English Learners, students with disabilities, and students across all grade levels—have the tools, interventions, and high-quality instruction necessary to meet or exceed grade-level standards. While Goal 1 supports all subject areas, there is a particular emphasis on mathematics, as local and state data indicate it is the area where students show the most significant struggle.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

To ensure that every student receives high-quality instruction tailored to their individual needs, fostering academic excellence and maximizing achievement across all grade levels and subject areas.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

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

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Distance from Standard (DFS) on CAASPP ELA Assessment Source: CA School Dashboard Priority 4(a): Statewide assessments	2024 CAASPP ELA Distance from Standard <ul style="list-style-type: none"> • All Students: -27.3 • EL: -73.4 • FY: No Data • Homeless: No Data • SED: -35.1 • SWD: -125.8 • AA: -85.2 • Hispanic: -30.4 • TMR: -50.8 Performance Level <ul style="list-style-type: none"> • All Students: Orange • EL: Red • FY: No Color • Homeless: No Color • SED: Orange • SWD: Red • AA: No Color • Hispanic: Orange • TMR: No Color 	2025 CAASPP ELA Distance from Standard <ul style="list-style-type: none"> • All Students: --25.3 • EL: -71.4 • FY: No Data • Homeless: No Data • SED: -33.1 • SWD: -123.8 • AA: -83.2 • Hispanic: -28.4 • TMR: -48.5 Performance Level <ul style="list-style-type: none"> • All Students: Yellow • EL: Orange • FY: No Color • Homeless: No Color • SED: Yellow • SWD: Orange • AA: No Color • Hispanic: Yellow • TMR: No Color
Distance from Standard (DFS) on CAASPP Math Assessment Source: CA School Dashboard Priority 4(a): Statewide assessments	2024 CAASPP Math Distance from Standard <ul style="list-style-type: none"> • All Students: -96.3 • EL: -131.6 • FY: No Data • Homeless: No Data • SED: -103.3 • SWD: -171.1 • AA: -148.9 • Hispanic: -101.2 • TMR: -76.5 Performance Level <ul style="list-style-type: none"> • All Students: Orange • EL: Red • FY: No Color • Homeless: No Color • SED: Red • SWD: Orange • AA: No Color • Hispanic: Orange • TMR: No Color 	2025 CAASPP Math Distance from Standard <ul style="list-style-type: none"> • All Students: -94.3 • EL: -129.6 • FY: No Data • Homeless: No Data • SED: -101.3 • SWD: -169.1 • AA: -146.9 • Hispanic: -99.2 • TMR: -74.5 Performance Level <ul style="list-style-type: none"> • All Students: Yellow • EL: Orange • FY: No Color • Homeless: No Color • SED: Orange • SWD: Yellow • AA: No Color • Hispanic: Yellow • TMR: No Color
Distance from Standard (DFS) on CAASPP Science Assessment Source: CA School Dashboard Priority 4(a): Statewide assessments	2024 CAASPP Science Distance from Standard <ul style="list-style-type: none"> • All Students: -15.4 • EL: -28.2 • FY: No Data • Homeless: No Data • SED: -17.3 	2025 CAASPP Math Distance from Standard <ul style="list-style-type: none"> • All Students: -13.4 • EL: -26.2 • FY: No Data • Homeless: No Data • SED: -15.3

	<ul style="list-style-type: none"> • SWD: -27.6 • AA: No Data • Hispanic: -17.0 • TMR: No Data 	<ul style="list-style-type: none"> • SWD: -25.6 • AA: No Data • Hispanic: -15.0 • TMR: No Data
	Performance Level <ul style="list-style-type: none"> • All Students: No Color • EL: No Color • FY: No Color • Homeless: No Color • SED: No Color • SWD: No Color • AA: No Color • Hispanic: No Color • TMR: No Color 	Performance Level <ul style="list-style-type: none"> • All Students: No Color • EL: No Color • FY: No Color • Homeless: No Color • SED: No Color • SWD: No Color • AA: No Color • Hispanic: No Color • TMR: No Color
English Learner Progress Indicator (ELPI) Source: CA School Dashboard Priority 4(e): Percentage of ELs who make progress towards English proficiency	2024 English Learner Progress Indicator: 39.0% making progress	2025 English Learner Progress Indicator: 41.0% making progress
EL Reclassification Rate Source: DataQuest, Student Information System Priority 4(f): EL Reclassification Rate	2023-2024 DataQuest Ever ELs and Reclassification Status: 44.8%	2024-2025 DataQuest Ever ELs and Reclassification Status: 46.8%
State Priority 8: Other Pupil Outcomes <ul style="list-style-type: none"> • Dynamic Indicator of Basic Literacy Skills (DIBELS) Composite Score for At or Above Benchmark 	State Priority8: Other Pupil Outcomes 2024-2025 Comparing Measures: DIBELS 8th Edition 2024-2025 Students Identified as At or Above Benchmark Beginning of Year to Middle of Year <ul style="list-style-type: none"> • Kindergarten: 40% to 37% • 1st Grade: 64% to 65% • 2nd Grade: 42% to 38% • 3rd Grade: 53% to 54% • 4th Grade: 53% to 54% • 5th Grade: 52% to 41% • 6th Grade: 42% to 43% 	State Priority8: Other Pupil Outcomes 2025-2026 Comparing Measures: DIBELS 8th Edition 2025-2026 Students Identified as Strategic Beginning of Year to Middle of Year <ul style="list-style-type: none"> • Kindergarten: 37% to 39% • 1st Grade: 65% to 67% • 2nd Grade: 38% to 40% • 3rd Grade: 54% to 56% • 4th Grade: 41% to 43% • 5th Grade: 43% to 45% • 6th Grade: 43% to 45%

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Provide Universal Access of strong core instructional technology materials to in support of standards-aligned instructional materials.	All Student Groups, English Learners, Students with Disabilities, Socioeconomically	26,100.00 Title I 4000-4999: Books And Supplies

		Disadvantaged, Two or More Races, African American	Increase technology access to students
1.2	Provide Universal Access to Strong Core Instructional Programs implementing standards-aligned instructional materials.	All Student Groups, English Learners, Students with Disabilities, Socioeconomically Disadvantaged, Two or More Races, African American	6,105.00 Title I 4000-4999: Books And Supplies Provide the additional math manipulatives.
1.3	Provide a researched based intervention curriculum for both English Language Arts and mathematics that are aligned to state standards to provide supplemental support for students who are not performing at benchmark.	All Student Groups, English Learners, Students with Disabilities, Socioeconomically Disadvantaged, Two or More Races, African American	2,450.00 Title I 4000-4999: Books And Supplies Provide a supplemental intervention program for mathematics for middle school students.
1.4	Provide Universal Access to Strong Core Instructional Programs implementing standards-aligned instructional materials. Provide printing material for standards-aligned instructional materials (Tier 1).	All Student Groups, English Learners, Students with Disabilities, Socioeconomically Disadvantaged, Two or More Races, African American	10,350.00 Title I 1000-1999: Certificated Personnel Salaries Substitute release time for TK-8th grade teachers.
1.5	Part Time Academic Coach	All Student Groups	74,000.00 Title I 1000-1999: Certificated Personnel Salaries Academic Coach shared with Donald E. Suburu School.

Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

All strategies outlined in Goal 1 were fully implemented with consistency and fidelity. Each activity was carefully aligned to the articulated goal, ensuring a cohesive and targeted approach. Staff collaborated effectively to carry out the strategies, and necessary adjustments were made throughout the process based on ongoing feedback and data monitoring.

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 in the overall implementation of the strategies; however, there was a shift in budgeted expenditures. Funding initially allocated for AVID was ultimately covered by district funds, allowing Title I funds to be reallocated to support another goal and strategy aligned with student needs. This adjustment ensured that resources were used efficiently and effectively, maximizing the impact on student outcomes while still achieving the original intent of the plan.

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.

Based on the needs assessment, the following changes were determined:

1. The supplemental ELA intervention program was not effective and will not be continued in the 2025-2026 school year.
2. The need to hire an Academic Coach to support instruction.
3. AVID funding will be provided by the District.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Creating a safe, welcoming, and actively engaged school community where all students feel included and supported.

Our objective is to foster a positive and supportive school environment by lowering suspension rates, reducing chronic absenteeism, and enhancing parent involvement. We plan to use proactive behavioral strategies, strengthen connections with students and families, and ensure equitable access to support services.

Utilizing restorative practices and PBIS initiatives, our goals are to decrease suspension rates through targeted support and alternative disciplines, and address chronic absenteeism with early interventions and community partnerships. Additionally, we aim to boost parent participation in events like Back-to-School Night, Parent Conferences, Open House, and the Lakeside Booster Club.

By nurturing strong school-family partnerships and a culture of inclusion, we aim to bolster student achievement both academically and socially.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

An analysis of Dashboard and local data reveals a clear need for improvement in student behavior, attendance, and family engagement to ensure a safe, inclusive, and supportive school environment.

Suspension Rates:

While overall suspension rates have decreased for All Students, data shows suspension rates have increased for four student groups, including ELs, SWD, and Hispanics. This trend underscores the need for proactive, supportive strategies that reduce reliance on exclusionary discipline.

Next Steps:

- Expand PBIS implementation to address behavioral challenges without suspension.
- Increase counseling and behavior intervention services for early support.
- Provide staff training on trauma-informed care and culturally responsive discipline.

Chronic Absenteeism:

Although chronic absenteeism has declined in some areas, rates remain high—particularly among English Learners (36.4%), Long-Term English Learners (53.3%), and TMR students (44.7%). Sustained progress will require ongoing monitoring and targeted family outreach.

Next Steps:

- Strengthen attendance intervention systems with personalized outreach for high-risk students.
- Launch incentive programs to promote consistent attendance.
- Offer family supports to remove barriers such as transportation and health-related issues.

Family Engagement

Family involvement is a key driver of student success. Participation in events like Back-to-School Night, Parent Conferences, Open House, and the Lakeside Booster Club remains lower than desired. Additionally, ELAC Reclassification Meeting attendance needs a 2% increase, and continued strong IEP meeting engagement is essential.

Next Steps:

- Enhance communication via flyers and ParentSquare to boost awareness and turnout.
- Provide flexible scheduling and virtual meeting options for families.
- Host workshops to strengthen school-family partnerships and community ties.

By targeting student behavior, attendance, and family engagement, we aim to cultivate a positive school climate where every student is supported, connected, and prepared to thrive. These focused actions will reduce suspensions, improve attendance, and deepen family-school collaboration—driving better outcomes for all students.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension Rate Source: CA School Dashboard, Kern Integrated Data Systems (KiDS) Priority 6(a): School Climate	- Suspension rate 2024: 8.6%	Suspension rate 2025: 6.6%
Expulsion Rate Source: CA School Dashboard, Kern Integrated Data Systems (KiDS)	- Expulsion rate 2024: 0%	- Expulsion rate 2025: 0%

Priority 6(b): School Climate		
Student Surveys of Sense of Safety and School Connectedness Source: CA Healthy Kids Survey Priority 6(c): School Climate	CA Healthy Kids Survey for 5th Grade 2024 School Connectedness: 61% CA Healthy Kids Survey for 7th Grade 2024 School Connectedness: 37%	CA Healthy Kids Survey for 5th Grade 2024 School Connectedness: 63% CA Healthy Kids Survey for 7th Grade 2024 School Connectedness: 39%
Chronic Absenteeism Source: CA School Dashboard State Priority 5: Pupil Engagement (Engagement)	Chronic Absenteeism <ul style="list-style-type: none"> All Students: 29.5% ELs: 36.4% LTELs: 53.3% TMR: 44.7% 	Chronic Absenteeism <ul style="list-style-type: none"> All Students: 27.5% ELs: 34.4% LTELs: 52.3% TMR: 42.7%
ELAC/DELAC Meeting Participation Source: CA School Dashboard Priority 3(b): Efforts the school district makes to seek parent input in making decisions for the school district and each individual school site.	2024 Local Indicator indicated 25% of the Parent and Family Engagement Indicators are not fully implemented.	2024 Local Indicator indicates 23% of the Parent and Family Engagement Indicators are not fully implemented.
IEP Meeting Participation Source: CA School Dashboard Priority 3(b): Efforts the school district makes to seek parent input in making decisions for the school district and each individual school site.	2023-2024 school year 100% of parents of students with disabilities attended and participated in scheduled annual, initial, triennial, and other review IEP meetings.	2023-2024 school year 100% of parents of students with disabilities attended and participated in scheduled annual, initial, triennial, and other review IEP meetings.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Provide Universal Access to Strong Core Instructional Programs implementing standards-aligned instructional materials. Provide printing material for standards-aligned instructional materials.	All Student Groups, English Learners, Students with Disabilities, Socioeconomically Disadvantaged, Two or More Races, African American	10,000.00 Title I 1000-1999: Certificated Personnel Salaries Substitute release time for TK-8th grade teachers.
2.2	Offer family workshops to support students' academic success and social-emotional development.	All Student Groups, English Learners, Students with Disabilities, Socioeconomically Disadvantaged, Two or More Races, African American	500.00 Title I 1000-1999: Certificated Personnel Salaries Family Workshops

Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

We were able to successfully purchase recess equipment to support structured play, which has already made a positive impact during recess time. Unfortunately, we were not successful in hiring an intramural aide at this time.

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

We were unable to implement Strategy 2.1 as originally planned. The funds initially allocated for this strategy were redirected to support other strategies under Goal 1 that addressed more immediate student needs. As a result, there were notable differences between the intended implementation and the actual expenditures. While the original plan included dedicated resources for Strategy 2.1, shifting priorities required us to reallocate those funds to enhance areas such as academic intervention and student engagement, aligning more closely with current site needs.

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

As a result of our ongoing analysis and site needs, we will be shifting the focus of Goal 2 to emphasize increased family involvement and teacher support through parent workshops and engagement opportunities. This adjustment reflects our commitment to building stronger school-home partnerships and supporting a more connected school community.

Changes to Goal 2 include updates to the annual outcomes and metrics to better capture family participation rates, the number of workshops offered, and qualitative feedback from both families and staff. Strategies and activities have been revised to include planning and hosting parent workshops, providing resources to support family engagement, and creating opportunities for families to actively participate in school events and academic support activities.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Parent Engagement: Every parent is a crucial partner in their child's education, equipped to assist their child in preparing for college and career readiness.

Statement 1:

State Priority 1: Basic Services

Provide professional learning in differentiated instruction.

Statement 2:

State Priority 1: Basic Services

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.

Statement 3:

State Priority 2: Implementation of State Standards

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

Statement 4:

State Priority 7: Course Access

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

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

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>STATE PRIORITY 1 BASIC SERVICES Priority 1A: Teachers : Fully Credentialed & Appropriately Assigned and fully credentialed in the subject area and for the pupils they are teaching. Percentage of fully credentialed & appropriately assigned teachers as measured by: CA School Dashboard Local Indicators: Basics: Teachers</p> <p>Priority 1B: Standards-aligned Instructional Materials for every student. As measured by our CA School Dashboard Local Indicators: Instructional Materials.</p> <p>Priority 1C: School Facilities in "Good Repair" per CDE's Facility Inspection Tool (FIT). As measured by our FIT Overall Rating & CA School Dashboard Local Indicators: Basics: Facilities</p>	<p>STATE PRIORITY 1 BASIC SERVICES Priority 1A: Teachers appropriately assigned and/or fully credentialed: 98%</p> <p>Priority 1B: Student access to instructional materials as based on Williams: 100%</p> <p>Priority 1C: Basics: Facilities: FIT Overall Rating: Good</p>	<p>STATE PRIORITY 1 BASIC SERVICES Priority 1A: Teachers appropriately assigned and/or fully credentialed: 100%</p> <p>Priority 1B: Student access to instructional materials as based on Williams: 100%</p> <p>Priority 1C: Basics: Facilities: FIT Overall Rating: Good</p>
<p>STATE PRIORITY 2 IMPLEMENTATION OF STATE STANDARDS Priority 2A: Percentage of standards implemented as measured by CA School Dashboard Local Indicators: Basics: Teachers, Instructional Materials.</p> <p>Priority 2B: How the programs and services will enable English Learners to access the CCSS & ELD standards for purposes of gaining academic content knowledge and English language proficiency. Percentage of standards implemented as measured by CA School Dashboard Local Indicators: Basics: Instructional Materials & Master Schedule.</p>	<p>STATE PRIORITY 2 IMPLEMENTATION OF STATE STANDARDS Priority 2A: Level of implementation of all state content and performance standards for all pupils:100%</p> <p>Priority 2B:</p> <ul style="list-style-type: none"> • EL students receiving daily instruction in Designated and Integrated ELD in all content areas: 100% • Lakeside daily schedule minutes of protected time for ELD instruction: 40 minutes daily 	<p>STATE PRIORITY 2 IMPLEMENTATION OF STATE STANDARDS Priority 2A: Level of implementation of all state content and performance standards for all pupils:100%</p> <p>Priority 2B:</p> <ul style="list-style-type: none"> • EL students receiving daily instruction in Designated and Integrated ELD in all content areas: 100% • Lakeside daily schedule minutes of protected time for ELD instruction: 40 minutes daily
<p>STATE PRIORITY 7 COURSE ACCESS Priority 7A Students have access and are enrolled in a broad course of study (Social Science, Science, Health, PE, VAPA, World Language). As measured by:</p> <ul style="list-style-type: none"> • CA School Dashboard Local Indicators: Basics: Instructional Materials • Master Schedule indicating the percentage of students 	<p>STATE PRIORITY 7 COURSE ACCESS Priority 7A: Students who have access to a broad course of study offered by the district: 100%</p> <p>Priority 7B: Unduplicated pupils who are provided with programs and services based on</p>	<p>STATE PRIORITY 7 COURSE ACCESS Priority 7A: Students who have access to a broad course of study offered by the district: 100%</p> <p>Priority 7B: Unduplicated pupils who are provided with programs and services based on</p>

<p>who have access to a broad course of study.</p> <p>Priority 7B Programs and services developed and provided to low income, English learner, foster youth pupils and; as measured by:</p> <ul style="list-style-type: none"> CA School Dashboard Local Indicators: Basics: Teachers, Instructional Materials, <p>Facilities</p> <ul style="list-style-type: none"> Master Schedule indicating the percentage of low income, English learner, foster youth pupils who have access to a broad course of study. <p>Priority 7C Programs and services developed and provided to students with disabilities. As measured by:</p> <ul style="list-style-type: none"> CA School Dashboard Local Indicators: Basics: Instructional Materials Master Schedule indicating the percentage of students with disabilities who have access to a broad course of study. 	<p>state standards and student needs as indicated by local assessments: 100%</p> <p>Priority 7C: Students with expectational needs who are provided programs and services that are based on IEP, state standards, and student needs as indicated by local assessments: 100%</p>	<p>state standards and student needs as indicated by local assessments: 100%</p> <p>Priority 7C: Students with expectational needs who are provided programs and services that are based on IEP, state standards, and student needs as indicated by local assessments: 100%</p>
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Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
3.1	Professional Development	All Student Groups, English Learners, Students with Disabilities, Socioeconomically Disadvantaged, Two or More Races, African American	5,000.00 Title I 5800: Professional/Consulting Services And Operating Expenditures Professional development for teachers TK-8th grade and Special Education.
3.2	Part Time Academic Coach	All Student Groups, English Learners, Students with Disabilities, Socioeconomically Disadvantaged, Two or More Races, African American	0.00 Title I 5800: Professional/Consulting Services And Operating Expenditures Academic Coach shared with Donald E. Suburu School. Also listed in Goal 1.

Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

All strategies outlined to support this goal were fully implemented. Overall, implementation was consistent and aligned with the intended plan. The strategies and activities proved to be effective in supporting the articulated goal, as evidenced by improved student engagement, increased participation in targeted programs, and positive feedback from staff and families.

Regular progress monitoring and staff collaboration helped ensure that the activities remained focused and responsive to student needs. As a result, we observed measurable progress toward the goal, indicating that the combination of strategies was both appropriate and impactful.

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

Teachers participated in professional development opportunities; however, there were limited instances of planned, site-based professional development due to scheduling constraints and competing priorities. As a result, there were some differences between the intended implementation and the actual execution of the strategies.

While the original plan anticipated a series of structured professional learning sessions, much of the professional development occurred through district-led opportunities or on an individual basis. Budgeted funds for site-based PD were either underutilized or redirected to support other instructional needs, such as supplemental materials or staff collaboration time.

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.

Following our analysis, we will continue to prioritize professional development for teachers while also expanding our support by hiring a part-time academic coach. This adjustment is aimed at providing more consistent, job-embedded support to staff and increasing the overall effectiveness of instructional practices.

As a result, changes to this goal will include updated strategies and activities to reflect the addition of the academic coach role, as well as revised annual outcomes and metrics to track the frequency and impact of coaching sessions, teacher participation in PD, and improvements in instructional practices.

These updates can be found in the revised SPSA under Goal 3, where the strategy section now includes the academic coach position and expanded PD offerings.

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

--

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

--

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

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Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
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Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

--

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

--

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

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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.

Goal 5

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
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Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

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

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

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$134,505.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$134,505.00
Total Federal Funds Provided to the School from the LEA for CSI	\$

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: 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	\$134,505.00

Subtotal of additional federal funds included for this school: \$134,505.00

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

State or Local Programs	Allocation (\$)
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Subtotal of state or local funds included for this school: \$

Total of federal, state, and/or local funds for this school: \$134,505.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
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Expenditures by Funding Source

Funding Source	Amount
Title I	134,505.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	94,850.00
4000-4999: Books And Supplies	34,655.00
5800: Professional/Consulting Services And Operating Expenditures	5,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Title I	94,850.00
4000-4999: Books And Supplies	Title I	34,655.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	5,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	119,005.00
Goal 2	10,500.00
Goal 3	5,000.00

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

Special Education Advisory Committee

Other: School Leadership Team

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

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

This SPSA was adopted by the SSC at a public meeting on May 9, 2024.

Attested:

Principal, Kristin Angelo on 4/3/2025

SSC Chairperson, Craig Bailey on 4/3/2025

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 (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp) pursuant to California *Education Code (EC)* Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (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* 64001(g)(1), 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: Table of Contents

- Plan Description
- Educational Partner Involvement
- Comprehensive Needs Assessment
- Goals, Strategies/Activities, and Expenditures
- Annual Review
- Budget Summary
- Appendix A: Plan Requirements for Title I Schoolwide Programs
- Appendix B: Select State and Federal Programs

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

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

Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

Additional CSI Planning Requirements:

Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

Additional ATSI Planning Requirements:

Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Within California, these stakeholders are referred to as educational partners. 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 Educational Partner 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.

Additional CSI Planning Requirements:

When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

This section is required for all schools eligible for ATSI and CSI.

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Comprehensive Needs Assessment

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

SWP Planning Requirements:

When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

CSI Planning Requirements:

When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

ATSI Planning Requirements:

Completing this section fully addresses all relevant federal planning requirements for ATSI.

Goals, Strategies/Activities, and Expenditures

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.

Additional CSI Planning Requirements:

When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Additional ATSI Planning Requirements:

When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Goal

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

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:

- Specific,
- Measurable,
- Achievable,
- Realistic, and
- Time-bound.

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

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

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

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 Dashboard and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI 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.

Additional CSI Planning Requirements:

When completing this section for CSI, the school must include school-level metrics related to the metrics that led to the school's eligibility for CSI.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.

Complete the table as follows:

- **Strategy/Activity #:** Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- **Description:** Describe the strategy/activity.
- **Students to be Served:** Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- **Proposed Expenditures:** List the amount(s) for the proposed expenditures. 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 EC 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.
- **Funding Sources:** List the 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.

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

Additional CSI Planning Requirements:

- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

Note: Federal school improvement 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.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

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

Note: Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

Annual Review

In the following Goal 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.

Goal 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.

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between 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.

Note: If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.

Additional CSI Planning Requirements:

- When completing this section for CSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal CSI planning requirements.
- CSI 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 planning requirements.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal ATSI planning requirements.
- 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 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.

Note: *If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.*

Additional CSI Planning Requirements:

- From its total allocation for CSI, the LEA may distribute funds across its schools that are eligible 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.

Note: *CSI funds may not be expended at or on behalf of schools not eligible for CSI.*

Additional ATSI Planning Requirements:

Note: *Federal funds for CSI shall not be used in schools eligible for ATSI.*

Budget Summary Table

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

- **Total Funds Provided to the School Through the ConApp:** 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 funds from its LEA for CSI should complete the Budget Summary Table 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 for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

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 Schoolsite Council (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).
 - 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.
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.
 - 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 LEA (may include funds allocated via the ConApp, federal funds, and 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 Educational Partner 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: 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 64001 et. seq.

Appendix B: Plan Requirements for School to CSI/ATSI 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 educational partners (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 (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);
2. Include evidence-based interventions (*Sections: 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/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf>);

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (*Sections: 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 (*Sections: 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.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible 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 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 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.

CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/csi.asp>
- **CSI Webinars:** <https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp>
- **CSI Planning Summary for Charters and Single-school Districts:**
<https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp>

Additional Targeted Support and Improvement

A school eligible 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 (*Sections: 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 Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible 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.

ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/tsi.asp>
- ATSI Planning and Support Webinar:
<https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf>
- ATSI Planning Summary for Charters and Single-school Districts:
<https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp>

Appendix C: Select State and Federal Programs

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

- Programs included on the ConApp: <https://www.cde.ca.gov/fq/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/fq/fo/af/>

Updated by the California Department of Education, October 2023

School Year:

2024-25

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Donald E. Suburu School	15635526115042	February 2025	4/8/25

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 (LCAP) process.

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

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (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 64001(g)(1), 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.

This plan is being used by Donald E. Suburu School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

Donald E. Suburu School exited the ATSI category, meaning it was eligible for assistance in this category in the previous year but is no longer eligible in the current year.

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

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Plan Description

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

This plan is being used by Donald E. Suburu School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

Donald E. Suburu School exited the ATSI category, meaning it was eligible for assistance in this category in the previous year but is no longer eligible in the current year.

Donald E. Suburu School's actions/services are determined by needs assessments and data analysis targeted at low performance needs. Our educational partners 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.

Educational Partner Involvement

How, when, and with whom did Donald E. Suburu 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 - To ensure that every student receives high-quality instruction tailored to their individual needs, fostering academic excellence and maximizing achievement across all grade levels and subject areas.

GOAL 2 - To strengthen parent involvement, enhance student engagement, and cultivate a positive school climate in order to increase student attendance and reduce suspension rates, thereby promoting a safe and supportive learning environment for all students.

GOAL 3 - To improve the conditions of learning by recruiting and retaining qualified teachers, implementing standards-aligned curriculum, providing targeted support for English Learners (ELs), and offering a comprehensive and diverse course of study that meets the needs of all students.

Resource Inequities

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

This section is required for all schools eligible for ATSI and CSI.

Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

Based on the 2024 CA School Dashboard data, significant improvements are needed in English Language Arts (ELA) and Math, where English Learners (ELs), Socioeconomically Disadvantaged (SED), Students with Disabilities (SWD), and Hispanic students show the lowest performance. ELs experienced a significant decline in both ELA (Red) and Math (Orange), while SWD consistently performed at very low levels despite slight improvement in Math. Suspension rates are another critical area, with increases across all groups, particularly for African American (AA) and SWD students, highlighting a need for better behavioral supports. Chronic absenteeism, while improving, remains a concern for SWD and AA students, creating barriers to academic success. These trends demonstrate significant performance gaps among student groups, underscoring the need for targeted interventions in academics, attendance, and behavior to address these disparities.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the "all student" performance.

No student groups met the required performance levels on the California School Dashboard.

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

The data reveals additional areas of need in both literacy and mathematics. In reading, the STAR and DIBELS assessments show a persistent high percentage of students in the Intensive/Strategic categories, with limited progress across grades. For STAR Reading, third grade experienced a 4% decline in performance, and grades 2 through 4 showed little to no improvement. Similarly, DIBELS data highlights that Intensive students are not making significant gains, with Kindergarten and 1st grade showing increases in the percentage of students needing intensive support, and minimal progress or stagnation in grades 2 through 4.

In math, STAR data indicates a need for targeted intervention, especially in 1st and 3rd grades, which demonstrated significant reductions in Intensive/Strategic percentages (-17% and -11%, respectively), but still show large proportions of students requiring additional support. Grades 2 and 4, while showing smaller changes, also maintain high percentages of students in need. Collectively, this data underscores the need for comprehensive, targeted interventions in both literacy and math to address foundational skill gaps and support student progress.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Donald E. Suburu School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	0.72%	0.49%	0.27%	6	4	2
African American	5.65%	4.75%	4.08%	47	39	30
Asian	6.01%	6.09%	4.90%	50	50	36
Filipino	0.96%	1.1%	1.90%	8	9	14
Hispanic/Latino	66.59%	66.5%	68.44%	554	546	503
Pacific Islander	0.12%	0.12%	0.14%	1	1	1
White	13.94%	12.79%	11.43%	116	105	84
Two or More Races	3.97%	4.75%	5.17%	33	39	38
Not Reported	2.04%	3.41%	3.67%	17	28	
Total Enrollment				832	821	735

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Transitional Kindergarten	40	39	47
Kindergarten	170	162	117
Grade 1	129	128	98
Grade 2	130	140	120
Grade 3	135	129	126
Grade 4	130	124	123
Grade 5	138	138	100
Grade 6			6
Total Enrollment	872	860	782

Conclusions based on this data:

- Enrollment has steadily increased, with the exception of the 2023/24 school year, due to the district's efforts to monitor and adjust school boundaries.

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	145	128	134	12.0%	17.4%	18.2%
Fluent English Proficient (FEP)	69	75	45	9.8%	8.3%	6.1%
Reclassified Fluent English Proficient (RFEP)				1.0%		

Conclusions based on this data:

1. The data shows that while the enrollment of English Learners (EL) has steadily increased from 12% in 2021/22 to 18.2% in 2023/24, the enrollment of Fluent English Proficient (FEP) students has decreased during the same period, from 9.8% in 2021/22 to 6.1% in 2023/24.

This trend suggests that although more students are entering the school as English Learners, fewer are progressing to proficiency, highlighting the need for enhanced English Language Development (ELD) programs and targeted support to improve language acquisition and proficiency outcomes.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	137	137	128	131	132	127	131	132	127	95.6	96.4	99.2
Grade 4	137	121	125	133	119	123	133	119	123	97.1	98.3	98.4
Grade 5	138	132	106	133	130	105	133	130	105	96.4	98.5	99.1
All Grades	412	390	359	397	381	355	397	381	355	96.4	97.7	98.9

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2368.	2363.	2374.	6.11	9.09	8.66	16.03	12.88	17.32	29.01	20.45	24.41	48.85	57.58	49.61
Grade 4	2438.	2445.	2404.	16.54	10.92	11.38	16.54	25.21	16.26	24.81	31.93	16.26	42.11	31.93	56.10
Grade 5	2481.	2456.	2447.	15.04	16.15	11.43	33.08	20.00	17.14	18.05	17.69	19.05	33.83	46.15	52.38
All Grades	N/A	N/A	N/A	12.59	12.07	10.42	21.91	19.16	16.90	23.93	23.10	20.00	41.56	45.67	52.68

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	6.87	8.33	7.87	57.25	56.82	61.42	35.88	34.85	30.71
Grade 4	14.29	11.76	10.57	57.89	70.59	52.85	27.82	17.65	36.59
Grade 5	13.53	14.62	6.67	66.17	56.15	64.76	20.30	29.23	28.57
All Grades	11.59	11.55	8.45	60.45	60.89	59.44	27.96	27.56	32.11

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2.29	7.58	3.15	47.33	40.15	43.31	50.38	52.27	53.54
Grade 4	13.53	2.52	4.07	51.13	65.55	46.34	35.34	31.93	49.59
Grade 5	18.05	12.31	8.57	48.12	48.46	49.52	33.83	39.23	41.90
All Grades	11.34	7.61	5.07	48.87	50.92	46.20	39.80	41.47	48.73

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	8.40	3.79	8.66	69.47	67.42	71.65	22.14	28.79	19.69
Grade 4	9.02	9.24	8.94	72.93	75.63	68.29	18.05	15.13	22.76
Grade 5	8.27	12.31	7.62	77.44	62.31	68.57	14.29	25.38	23.81
All Grades	8.56	8.40	8.45	73.30	68.24	69.58	18.14	23.36	21.97

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	4.58	6.82	10.24	68.70	57.58	59.06	26.72	35.61	30.71
Grade 4	13.53	6.72	7.32	69.17	77.31	65.04	17.29	15.97	27.64
Grade 5	12.78	9.23	11.43	63.16	56.15	60.95	24.06	34.62	27.62
All Grades	10.33	7.61	9.58	67.00	63.25	61.69	22.67	29.13	28.73

Conclusions based on this data:

- The data indicates varying trends in the percentage of students scoring in the Standard Nearly Met/Standard Not Met categories on the ELA CAASPP.

In 3rd grade, the percentage has remained relatively stable but slightly declined in 2023/24 (74.02%) compared to previous years.

In 4th grade, there was a significant increase in 2023/24 (88.03%) following two years of decline, suggesting a need to investigate factors contributing to this substantial change.

For 5th grade, there has been a consistent increase over the three years, improving from 51.88% in 2021/22 to 71.43% in 2023/24.

While the overall trend in 5th grade shows improvement, the high percentages of students not meeting the standard across all grades highlight the need for continued focus on foundational literacy skills and targeted interventions to close achievement gaps.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	137	137	128	131	131	127	131	131	127	95.6	95.6	99.2
Grade 4	137	121	125	133	117	124	133	117	124	97.1	96.7	99.2
Grade 5	138	132	106	134	130	105	134	130	105	97.1	98.5	99.1
All Grades	412	390	359	398	378	356	398	378	356	96.6	96.9	99.2

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2372.	2364.	2377.	0.76	5.34	5.51	16.79	18.32	18.11	29.01	18.32	18.90	53.44	58.02	57.48
Grade 4	2436.	2455.	2423.	8.27	9.40	3.23	18.05	21.37	22.58	32.33	38.46	27.42	41.35	30.77	46.77
Grade 5	2447.	2440.	2446.	4.48	6.15	5.71	11.94	10.00	9.52	27.61	27.69	26.67	55.97	56.15	58.10
Grade 11															
All Grades	N/A	N/A	N/A	4.52	6.88	4.78	15.58	16.40	17.13	29.65	27.78	24.16	50.25	48.94	53.93

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	3.05	7.63	7.87	47.33	40.46	44.09	49.62	51.91	48.03
Grade 4	10.53	14.53	8.87	48.12	53.85	50.00	41.35	31.62	41.13
Grade 5	5.97	6.15	6.67	45.52	37.69	37.14	48.51	56.15	56.19
Grade 11									
All Grades	6.53	9.26	7.87	46.98	43.65	44.10	46.48	47.09	48.03

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	5.34	6.87	11.81	43.51	36.64	33.86	51.15	56.49	54.33
Grade 4	6.02	11.11	6.45	54.14	53.85	42.74	39.85	35.04	50.81
Grade 5	5.97	6.15	5.71	48.51	43.08	40.95	45.52	50.77	53.33
All Grades	5.78	7.94	8.15	48.74	44.18	39.04	45.48	47.88	52.81

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	1.53	6.11	6.30	67.94	61.83	53.54	30.53	32.06	40.16
Grade 4	10.53	6.84	10.48	54.14	61.54	50.00	35.34	31.62	39.52
Grade 5	2.99	3.85	4.76	55.22	63.85	65.71	41.79	32.31	29.52
All Grades	5.03	5.56	7.30	59.05	62.43	55.90	35.93	32.01	36.80

Conclusions based on this data:

- The data shows that the percentage of students scoring in the Standard Nearly Met/Standard Not Met categories on the Math CAASPP has remained consistently high across all grades, indicating ongoing challenges in math achievement.

In 3rd grade, the percentage has slightly improved since 2021/22, stabilizing around 76% in the last two years.

In 4th grade, performance has fluctuated, with a slight increase in 2023/24 (74.19%) compared to 2022/23, but still close to the levels seen in 2021/22.

In 5th grade, the percentage has remained consistently high, increasing slightly from 83.58% in 2021/22 to 84.77% in 2023/24.

These consistently high percentages of students not meeting standards indicate a critical need for targeted interventions and support in mathematics to improve outcomes and address foundational skill gaps across all grade levels.

School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](http://EnglishLanguageProficiencyAssessmentsforCalifornia.org) web page or the ELPAC.org website for more information about the ELPAC.

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	1413.4	1415.3	1381.5	1418.1	1419.5	1393.3	1402.4	1405.2	1353.9	33	39	32
1	1438.4	1430.8	1430.4	1454.2	1447.7	1455.2	1422.2	1413.5	1405.2	17	24	19
2	1464.8	1468.4	1463.4	1476.6	1472.0	1467.9	1452.5	1464.4	1458.4	22	20	25
3	1478.0	1475.3	1464.6	1488.5	1479.3	1462.5	1467.1	1470.8	1466.3	21	28	20
4	1519.4	1503.4	1510.2	1518.6	1522.4	1523.5	1519.8	1483.8	1496.2	23	17	27
5	1526.7	1540.3	1504.4	1528.2	1549.1	1516.3	1524.6	1531.0	1492.0	13	14	18
All Grades										129	142	141

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	12.12	12.82	3.13	27.27	28.21	18.75	48.48	41.03	46.88	12.12	17.95	31.25	33	39	32
1	11.76	4.17	0.00	5.88	33.33	31.58	64.71	29.17	47.37	17.65	33.33	21.05	17	24	19
2	0.00	0.00	8.00	50.00	55.00	24.00	36.36	30.00	56.00	13.64	15.00	12.00	22	20	25
3	9.52	3.57	5.00	38.10	35.71	25.00	33.33	46.43	40.00	19.05	14.29	30.00	21	28	20
4	21.74	5.88	11.11	65.22	52.94	55.56	4.35	29.41	22.22	8.70	11.76	11.11	23	17	27
5	15.38	28.57	22.22	46.15	42.86	11.11	38.46	21.43	50.00	0.00	7.14	16.67	13	14	18
All Grades	11.63	8.45	7.80	38.76	38.73	28.37	37.21	35.21	43.26	12.40	17.61	20.57	129	142	141

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	12.12	20.51	3.13	36.36	20.51	18.75	39.39	43.59	50.00	12.12	15.38	28.13	33	39	32
1	17.65	25.00	15.79	35.29	29.17	42.11	35.29	25.00	31.58	11.76	20.83	10.53	17	24	19
2	22.73	15.00	20.00	45.45	50.00	32.00	31.82	20.00	36.00	0.00	15.00	12.00	22	20	25
3	33.33	28.57	30.00	38.10	39.29	20.00	9.52	21.43	25.00	19.05	10.71	25.00	21	28	20
4	43.48	58.82	33.33	39.13	29.41	59.26	8.70	0.00	0.00	8.70	11.76	7.41	23	17	27
5	30.77	57.14	33.33	46.15	35.71	50.00	23.08	0.00	0.00	0.00	7.14	16.67	13	14	18
All Grades	25.58	30.28	21.28	39.53	32.39	36.17	25.58	23.24	25.53	9.30	14.08	17.02	129	142	141

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	10.53	10.26	6.25	21.05	25.64	15.63	47.37	43.59	53.13	21.05	20.51	25.00	19	39	32
1	0.00	4.17	0.00	21.74	25.00	21.05	47.83	25.00	36.84	30.43	45.83	42.11	23	24	19
2	0.00	0.00	0.00	27.78	30.00	36.00	38.89	55.00	32.00	33.33	15.00	32.00	18	20	25
3	0.00	3.57	5.00	37.50	10.71	10.00	37.50	39.29	40.00	25.00	46.43	45.00	24	28	20
4	8.33	0.00	0.00	33.33	11.76	22.22	25.00	47.06	44.44	33.33	41.18	33.33	12	17	27
5	*	14.29	0.00	*	21.43	22.22	*	42.86	22.22	*	21.43	55.56	*	14	18
All Grades	5.43	5.63	2.13	22.48	21.13	21.28	41.09	41.55	39.72	31.01	31.69	36.88	129	142	141

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	12.12	12.82	6.25	72.73	71.79	84.38	15.15	15.38	9.38	33	39	32
1	29.41	37.50	31.58	64.71	37.50	52.63	5.88	25.00	15.79	17	24	19
2	40.91	10.00	16.00	54.55	80.00	72.00	4.55	10.00	12.00	22	20	25
3	52.38	17.86	20.00	28.57	60.71	55.00	19.05	21.43	25.00	21	28	20
4	52.17	23.53	62.96	39.13	64.71	37.04	8.70	11.76	0.00	23	17	27
5	15.38	28.57	33.33	84.62	57.14	55.56	0.00	14.29	11.11	13	14	18
All Grades	33.33	20.42	27.66	56.59	62.68	60.99	10.08	16.90	11.35	129	142	141

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	9.09	20.51	3.13	69.70	51.28	46.88	21.21	28.21	50.00	33	39	32
1	11.76	16.67	10.53	52.94	58.33	73.68	35.29	25.00	15.79	17	24	19
2	13.64	40.00	32.00	81.82	45.00	48.00	4.55	15.00	20.00	22	20	25
3	42.86	39.29	25.00	42.86	53.57	50.00	14.29	7.14	25.00	21	28	20
4	39.13	58.82	33.33	52.17	29.41	59.26	8.70	11.76	7.41	23	17	27
5	46.15	92.86	61.11	30.77	0.00	22.22	23.08	7.14	16.67	13	14	18
All Grades	24.81	38.03	25.53	58.14	44.37	50.35	17.05	17.61	24.11	129	142	141

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	9.09	12.82	0.00	84.85	69.23	68.75	6.06	17.95	31.25	33	39	32
1	11.76	8.33	5.26	23.53	41.67	42.11	64.71	50.00	52.63	17	24	19
2	9.09	5.00	0.00	40.91	80.00	76.00	50.00	15.00	24.00	22	20	25
3	0.00	3.57	5.00	38.10	42.86	35.00	61.90	53.57	60.00	21	28	20
4	4.35	0.00	3.70	82.61	52.94	62.96	13.04	47.06	33.33	23	17	27
5	15.38	14.29	5.56	61.54	57.14	38.89	23.08	28.57	55.56	13	14	18
All Grades	7.75	7.75	2.84	58.91	57.75	56.74	33.33	34.51	40.43	129	142	141

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	18.18	34.21	28.13	45.45	36.84	28.13	36.36	28.95	43.75	33	38	32
1	11.76	0.00	0.00	70.59	66.67	78.95	17.65	33.33	21.05	17	24	19
2	4.55	10.00	8.00	59.09	70.00	68.00	36.36	20.00	24.00	22	20	25
3	0.00	0.00	0.00	76.19	78.57	60.00	23.81	21.43	40.00	21	28	20
4	21.74	11.76	11.11	65.22	58.82	66.67	13.04	29.41	22.22	23	17	27
5	0.00	14.29	0.00	92.31	64.29	66.67	7.69	21.43	33.33	13	14	18
All Grades	10.85	13.48	9.93	64.34	60.28	58.87	24.81	26.24	31.21	129	141	141

Conclusions based on this data:

1. The ELPAC data reveals trends in English language proficiency levels across grades over the past three years. In Kindergarten, there has been a decline in the percentage of students achieving Level 4 proficiency, dropping significantly in 2023/24 (3.13%) compared to prior years, alongside an increase in students scoring at Level 1 (28.13%).

First grade shows fluctuating percentages, with a slight decrease in Level 4 students and a notable rise in Level 3 performance in 2023/24.

Second grade shows inconsistent results, with a modest increase in Level 4 scores (20%) but a significant increase in Level 1 students (12%) in 2023/24.

2. In grades 3 to 5, there are notable declines in higher proficiency levels, particularly in Level 4 performance in 2023/24, as seen in 4th grade (33.33%) and 5th grade (33.33%). Additionally, Level 3 percentages have increased in grades 4 and 5, indicating more students are approaching proficiency but not reaching the highest levels. The percentages of students in Level 1 and 2 remain significant across all grades, indicating a need for stronger targeted supports in foundational English language skills.

This data highlights the need for enhanced English Language Development (ELD) instruction, differentiated interventions, and progress monitoring to support students across all proficiency levels, with a particular focus on increasing the number of students achieving Level 4 proficiency.

School and Student Performance Data

Student Population

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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

2023-24 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
735	71.7%	18.2%	0.8%
Total Number of Students enrolled in Donald E. Suburu School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2023-24 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	134	18.2%
Foster Youth	6	0.8%
Homeless	24	3.3%
Socioeconomically Disadvantaged	527	71.7%
Students with Disabilities	80	10.9%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	30	4.1%
American Indian	2	0.3%
Asian	36	4.9%
Filipino	14	1.9%
Hispanic	503	68.4%
Two or More Races	38	5.2%
Pacific Islander	1	0.1%
White	84	11.4%

Conclusions based on this data:

- The data highlights key demographic insights about the student population. The majority of students are Socioeconomically Disadvantaged (71.7%), indicating a need for targeted support to address economic barriers

that may impact learning. English Learners make up 18.2% of the student body, further emphasizing the importance of strong English Language Development (ELD) programs.

Students with Disabilities comprise 10.9%, underscoring the need for inclusive practices and specialized interventions to meet their needs.

In terms of race and ethnicity, Hispanic students represent the largest group at 68.4%, followed by White students at 11.4% and smaller percentages of African American (4.1%), Asian (4.9%), and other groups. This data highlights the importance of culturally responsive teaching and equitable access to resources to support a diverse and predominantly socioeconomically disadvantaged student population.

School and Student Performance Data

Overall Performance

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."



2024 Fall Dashboard Overall Performance for All Students		
Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Orange	Chronic Absenteeism Yellow	Suspension Rate Orange
Mathematics Orange		
English Learner Progress Orange		

Conclusions based on this data:

1. The 2024 California School Dashboard presents a mixed picture of student performance and school climate indicators. In English Language Arts (ELA) and Math, the performance levels are both categorized as orange, indicating that there is room for improvement in these academic areas. This suggests that efforts should be made to enhance instructional strategies and support to improve student proficiency in ELA and Math.

The English Learner (EL) Progress indicator is also categorized as orange, highlighting the need for continued efforts in supporting language development and academic achievement for EL students.

The Chronic Absenteeism indicator is categorized as yellow, signaling that while there are ongoing challenges in student attendance, focused interventions may help improve student participation and engagement.

The Suspension Rate is now categorized as orange, indicating an area that requires further attention to ensure a positive and supportive school climate.

Overall, while there are areas of focus, such as ELA, Math, EL Progress, Chronic Absenteeism, and the Suspension Rate, targeted interventions and support strategies can help address these challenges and enhance student outcomes and school climate.

School and Student Performance Data

Academic Performance English Language Arts

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”












This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students Orange 57.4 points below standard Declined 13.6 points 329 Students	English Learners Red 81.9 points below standard Declined 25.8 points 66 Students	Long-Term English Learners No Performance Color 0 Students
Foster Youth No Performance Color Fewer than 11 students - data not displayed for privacy 2 Students	Homeless No Performance Color Fewer than 11 students - data not displayed for privacy 3 Students	Socioeconomically Disadvantaged Orange 65.8 points below standard Declined 12.3 points 256 Students

Students with Disabilities  Red 120.2 points below standard Maintained 0.9 points 43 Students	African American  No Performance Color 76.8 points below standard Declined 7.8 points 21 Students	American Indian  No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student
Asian  No Performance Color 6.9 points above standard Declined 11.2 points 17 Students	Filipino  No Performance Color Fewer than 11 students - data not displayed for privacy 6 Students	Hispanic  Orange 63.9 points below standard Declined 14.3 points 222 Students
Two or More Races  No Performance Color 75.2 points below standard Declined 15.4 points 18 Students	Pacific Islander  No Performance Color 0 Students	White  Orange 46.4 points below standard Declined 20.1 points 42 Students

Conclusions based on this data:

- The 2024 California School Dashboard highlights key areas of concern regarding English Language Arts (ELA) proficiency among student subgroups. Overall, ELA performance is categorized as orange, indicating a need for improvement across all student groups.

Among specific student subgroups:

English Learners (ELs) are categorized as red, highlighting significant challenges in ELA proficiency and the need for intensive support.

Students with Disabilities (SWD) are also categorized as red, emphasizing the urgent need for targeted interventions to support their learning.

Socioeconomically Disadvantaged (Low-Income) students, Hispanic students, and White students are categorized as orange, indicating persistent challenges in ELA proficiency within these groups.

The orange and red performance levels underscore the importance of implementing evidence-based interventions, differentiated instruction, and culturally responsive teaching strategies to address these disparities. By providing targeted support and fostering an inclusive learning environment, schools can work towards improving ELA outcomes for all students.

School and Student Performance Data

Academic Performance Mathematics

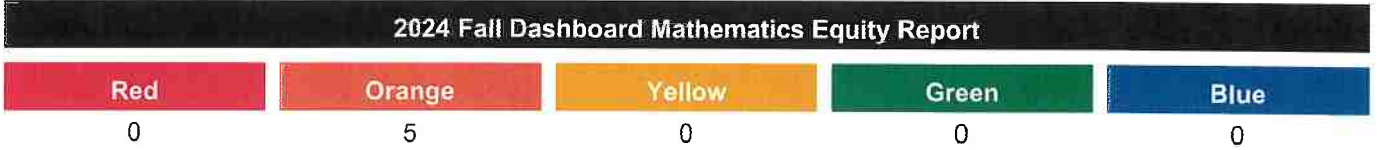
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.







Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."












This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
<div>All Students</div> <div> Orange</div> <div>63.5 points below standard</div> <div>Declined 3.3 points</div> <div>333 Students</div>	<div>English Learners</div> <div> Orange</div> <div>86.7 points below standard</div> <div>Declined 24.3 points</div> <div>69 Students</div>	<div>Long-Term English Learners</div> <div> No Performance Color</div> <div>0 Students</div>
<div>Foster Youth</div> <div> No Performance Color</div> <div>Fewer than 11 students - data not displayed for privacy</div> <div>2 Students</div>	<div>Homeless</div> <div> No Performance Color</div> <div>Fewer than 11 students - data not displayed for privacy</div> <div>5 Students</div>	<div>Socioeconomically Disadvantaged</div> <div> Orange</div> <div>71.6 points below standard</div> <div>Maintained -1.9 points</div> <div>259 Students</div>

Students with Disabilities  Orange 111.9 points below standard Increased 36.8 points 43 Students	African American  No Performance Color 79.1 points below standard Increased 23.3 points 21 Students	American Indian  No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student
Asian  No Performance Color 22.9 points below standard Declined 4 points 17 Students	Filipino  No Performance Color Fewer than 11 students - data not displayed for privacy 6 Students	Hispanic  Orange 74.6 points below standard Declined 9.6 points 225 Students
Two or More Races  No Performance Color 59.1 points below standard Increased 28.5 points 18 Students	Pacific Islander  No Performance Color 0 Students	White  Orange 33.6 points below standard Maintained -0.1 points 43 Students

Conclusions based on this data:

1. The 2024 California School Dashboard reflects ongoing challenges in math proficiency across various student subgroups. Overall, math proficiency for all students is categorized as orange, indicating areas in need of improvement.

Similarly, the English Learner (EL), Low-Income, Students with Disabilities (SWD), Hispanic, and White student subgroups are also categorized as orange, suggesting that these groups are experiencing similar challenges in math proficiency.

The orange performance levels across all student groups highlight the need for continued efforts in providing targeted interventions, evidence-based instructional strategies, and additional academic support to improve math outcomes. By fostering an inclusive learning environment and addressing the specific needs of each subgroup, schools can work toward strengthening math achievement for all students.

School and Student Performance Data



Academic Performance English Learner Progress

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

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

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	Long-Term English Learner Progress
 Orange 43.3% making progress. Number Students: 97 Students	 No Performance Color making progress. Number Students: 0 Students

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.

2024 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
25.8%	30.9%	0%	43.3%

Conclusions based on this data:

1. The 2024 Fall Dashboard English Learner Progress Indicator highlights both progress and areas for improvement in English Language Proficiency (ELP) among English Learners (ELs). Overall, ELs are categorized as orange, with 43.3% of EL students making progress, representing 97 students advancing in their language proficiency.

This progress reflects the effectiveness of language instruction and support services provided to ELs. However, the orange performance level also indicates a need for continued targeted interventions and instructional strategies to support ELs in further developing their English proficiency.

By refining language development programs, offering differentiated support, and fostering an inclusive learning environment, schools can work towards improving EL progress and ensuring greater language acquisition success for all English Learners.

School and Student Performance Data

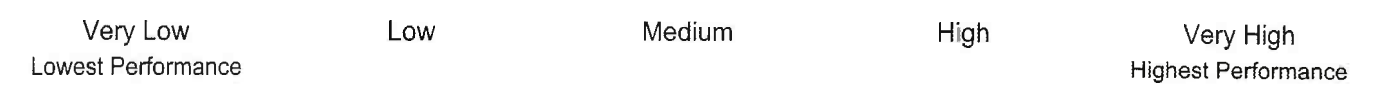
Academic Performance College/Career Report

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.



This section provides number of student groups in each level.



Explore information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2024 Fall Dashboard College/Career Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Conclusions based on this data:

1. N/A

School and Student Performance Data

Academic Engagement Chronic Absenteeism

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.







Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”












This section provides number of student groups in each level.



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.

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
<div>All Students</div> <div></div> <div>Yellow</div> <div>27% Chronically Absent</div> <div>Declined 10.3</div> <div>774 Students</div>	<div>English Learners</div> <div></div> <div>Yellow</div> <div>22.6% Chronically Absent</div> <div>Declined 13.2</div> <div>155 Students</div>	<div>Long-Term English Learners</div> <div></div> <div>No Performance Color</div> <div>0 Students</div>
<div>Foster Youth</div> <div></div> <div>No Performance Color</div> <div>Fewer than 11 students - data not displayed for privacy</div> <div>5 Students</div>	<div>Homeless</div> <div></div> <div>No Performance Color</div> <div>43.2% Chronically Absent</div> <div>Increased 7.2</div> <div>44 Students</div>	<div>Socioeconomically Disadvantaged</div> <div></div> <div>Yellow</div> <div>28.5% Chronically Absent</div> <div>Declined 10.2</div> <div>593 Students</div>

Students with Disabilities  Orange 27.6% Chronically Absent Declined 13.4 105 Students	African American  Orange 29.4% Chronically Absent Declined 8.4 34 Students	American Indian  No Performance Color Fewer than 11 students - data not displayed for privacy 2 Students
Asian  Yellow 18.4% Chronically Absent Declined 9.9 38 Students	Filipino  No Performance Color 13.3% Chronically Absent 0 15 Students	Hispanic  Yellow 27% Chronically Absent Declined 12.5 525 Students
Two or More Races  Orange 29.6% Chronically Absent Declined 7.4 71 Students	Pacific Islander  No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student	White  Orange 29.5% Chronically Absent Declined 1.8 88 Students

Conclusions based on this data:

- The 2024 Fall Dashboard Chronic Absenteeism Equity Report highlights ongoing disparities in chronic absenteeism rates among student subgroups. Overall, all students are categorized as yellow, indicating a moderate level of absenteeism that requires attention.

Among specific student groups:

English Learners (ELs), Low-Income, Asian, and Hispanic students are also categorized as yellow, suggesting that while absenteeism remains a concern, it is not at the most critical level.

Students with Disabilities (SWD), African American (AA), White, and Two or More Races (TMR) students are categorized as orange, indicating higher rates of chronic absenteeism and a greater need for targeted interventions.

The yellow and orange performance levels emphasize the importance of continued efforts to improve student attendance across all subgroups. Schools can address these concerns by implementing targeted support services, engaging families, and fostering a school environment that encourages regular attendance. By addressing the root causes of absenteeism, schools can help ensure that all students have equitable opportunities for academic success.

School and Student Performance Data

Academic Engagement Graduation Rate

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red Orange Yellow Green Blue

Lowest Performance Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Graduation Rate Equity Report



This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2024 Fall Dashboard Graduation Rate for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Conclusions based on this data:

1.	N/A
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School and Student Performance Data

Conditions & Climate Suspension Rate

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.







Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."












This section provides number of student groups in each level.



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.

2024 Fall Dashboard Suspension Rate for All Students/Student Group		
<div>All Students</div> <div></div> <div>Orange</div> <div>2.6% suspended at least one day</div> <div>Increased 1.3%</div> <div>800 Students</div>	<div>English Learners</div> <div></div> <div>Yellow</div> <div>0.6% suspended at least one day</div> <div>Increased 0.6%</div> <div>158 Students</div>	<div>Long-Term English Learners</div> <div></div> <div>No Performance Color</div> <div>0 Students</div>
<div>Foster Youth</div> <div></div> <div>No Performance Color</div> <div>15.4% suspended at least one day</div> <div>Increased 2.9%</div> <div>13 Students</div>	<div>Homeless</div> <div></div> <div>No Performance Color</div> <div>6.5% suspended at least one day</div> <div>Increased 6.5%</div> <div>46 Students</div>	<div>Socioeconomically Disadvantaged</div> <div></div> <div>Orange</div> <div>2.9% suspended at least one day</div> <div>Increased 1.4%</div> <div>614 Students</div>

Students with Disabilities  Orange 3.7% suspended at least one day Increased 0.6% 107 Students	African American  Orange 5.4% suspended at least one day Increased 3.3% 37 Students	American Indian  No Performance Color Fewer than 11 students - data not displayed for privacy 2 Students
Asian  Blue 0% suspended at least one day Declined 1.9% 39 Students	Filipino  No Performance Color 0% suspended at least one day 15 Students	Hispanic  Orange 2.4% suspended at least one day Increased 0.9% 542 Students
Two or More Races  Orange 5.4% suspended at least one day Increased 4.1% 74 Students	Pacific Islander  No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student	White  Orange 2.2% suspended at least one day Increased 2.2% 90 Students

Conclusions based on this data:

- The 2024 Fall Dashboard Suspension Rate Equity Report highlights disparities in suspension rates among different student subgroups. Overall, all students are categorized as orange, indicating a moderate level of suspensions that requires attention.

Among specific student groups:

English Learners (ELs) are categorized as yellow, indicating a slightly lower suspension rate compared to other subgroups but still an area to monitor.

Low-Income, Hispanic, White, Students with Disabilities (SWD), African American (AA), Asian, and Two or More Races (TMR) students are categorized as orange, reflecting moderate suspension rates and the need for continued focus on disciplinary interventions and support.

The orange and yellow performance levels underscore the importance of proactive behavior interventions, restorative justice practices, and culturally responsive disciplinary policies to address disparities in suspension rates. Schools should focus on promoting positive behavior, increasing access to social-emotional support, and fostering an inclusive school climate to ensure all students receive equitable opportunities for success.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Provide evidence based curriculum and instruction promoting high student achievement.

The goal is to improve student achievement in English Language Arts (ELA) and Mathematics, reduce suspension rates and chronic absenteeism, and increase English Learner progress by implementing targeted instructional strategies, equitable interventions, and supportive school climate initiatives.

To achieve this:

- Increase academic proficiency in ELA and Math by addressing learning gaps, particularly for English Learners (EL), Socioeconomically Disadvantaged (SED), Students with Disabilities (SWD), African American (AA), Hispanic, and White students, as they have demonstrated declines in CAASPP scores.
- Enhance targeted support for EL students, who significantly declined in both ELA and Math, ensuring they receive effective language development and instructional interventions.
- Implement behavioral and social-emotional interventions to reduce suspension rates, which have increased across all student groups, particularly for African American, SWD, and Two or More Races (TMR) students.
- Improve attendance and reduce chronic absenteeism by strengthening engagement strategies for student subgroups with high absenteeism rates, including SWD, AA, White, and TMR students.

Continue to support English Learner progress, which has remained stable but still requires sustained efforts to ensure language acquisition and academic success.

By strengthening instructional practices, enhancing student support systems, and fostering a positive school culture, all students—particularly historically underserved groups—will have equitable access to academic success and overall well-being.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LEA/LCAP Goal 1 To ensure that every student receives high-quality instruction tailored to their individual needs, fostering academic excellence and maximizing achievement across all grade levels and subject areas.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

A review of Dashboard and local data highlights the need for significant improvement in student achievement, behavior, and attendance, particularly for English Learners (EL), Socioeconomically Disadvantaged (SED), Students with Disabilities (SWD), African American (AA), Hispanic, White, and Two or More Races (TMR) students.

Academic Achievement in ELA & Math

CAASPP data indicates a decline in ELA and Math proficiency across multiple student subgroups, with English Learners, SWD, SED, AA, Hispanic, and White students showing notable learning gaps. English Learners experienced the most significant declines in both subjects, emphasizing the need for enhanced language development and instructional interventions.

Action Steps:

- Implement targeted small-group instruction and intervention programs to address skill gaps.
- Provide professional development for teachers on effective EL instructional strategies and differentiation.
- Strengthen English Language Development (ELD) programs to support language acquisition.
- Utilize data-driven instructional planning to tailor supports based on student needs.
- Suspension rates have increased among all student groups, with AA, SWD, and TMR students experiencing the most significant spikes.

This data highlights the need for restorative practices, proactive behavior interventions, and mental health support.

Action Steps:

- Expand Positive Behavioral Interventions and Supports (PBIS) to reinforce positive behavior.
- Increase counseling and social-emotional learning (SEL) programs to support students' well-being.
- Provide teacher training on trauma-informed practices and culturally responsive discipline strategies.

Chronic Absenteeism & Attendance Improvement

- Chronic absenteeism remains a challenge, particularly among SWD, AA, White, and TMR students.

While some progress has been made, additional strategies are needed to ensure sustained improvement.

Action Steps:

- Strengthen attendance monitoring systems with early intervention for at-risk students.
- Increase parent outreach and engagement strategies to address attendance barriers.
- Implement attendance incentive programs to encourage regular school participation.
- Collaborate with community partners to provide resources that address external factors impacting attendance.

English Learner Progress

Although English Learner progress has remained stable, additional efforts are needed to ensure sustained language acquisition and equitable access to academic success.

Action Steps:

- Strengthen designated and integrated ELD instruction across all grade levels.
- Monitor EL progress closely and provide additional interventions as needed.

By strengthening instructional practices, enhancing student support systems, and fostering a positive school climate, we will ensure equitable access to academic success and overall well-being for all students—especially historically underserved groups. These targeted strategies will help improve achievement in ELA and Math, reduce suspension rates and absenteeism, and support English Learner progress, ultimately creating a thriving and inclusive learning environment.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Distance from Standard (DFS) on CAASPP ELA Assessment Source: CA School Dashboard Priority 4(a): Statewide assessments	2024 CAASPP ELA Distance from Standard <ul style="list-style-type: none"> • All Students -57.4 • EL -81.9 • FY-No Data • Homeless -No Data • SED -65.8 • SWD -120.2 • AA -76.8 • TMR -75.2 Performance Level <ul style="list-style-type: none"> • All students Orange • EL Red • FY No Color • Homeless No Color • Hispanic Orange • SED Orange • SWD Red • AA No Color • TMR No Color 	2025 CAASPP ELA Distance from Standard <ul style="list-style-type: none"> • All Students -557.4 • EL -79.9 • FY-No Data • Homeless -No Data • SED -63.8 • SWD -118.2 • AA -74.8 • TMR -73.2 Performance Level <ul style="list-style-type: none"> • All students Orange • EL Red • FY No Color • Homeless No Color • Hispanic Orange • SED Orange • SWD Red • AA No Color • TMR No Color
Distance from Standard (DFS) on CAASPP Math Assessment Source: CA School Dashboard Priority 4(a): Statewide assessments	2024 CAASPP Math Distance from Standard <ul style="list-style-type: none"> • All Students -63.5 • EL -86.7 • FY-No Data • Homeless -No Data • SED -71.6 • SWD -111.9 • AA -79.1 • Hispanic -74.6 • TMR -59.1 Performance Level <ul style="list-style-type: none"> • All students Orange • EL Orange 	2025 CAASPP Math Distance from Standard <ul style="list-style-type: none"> • All Students -61.5 • EL -84.7 • FY-No Data • Homeless -No Data • SED -69.6 • SWD -109.9 • AA -76.1 • Hispanic -72.6 • TMR -56.1 Performance Level <ul style="list-style-type: none"> • All students Orange • EL Orange

	<ul style="list-style-type: none"> • FY No Color • Homeless No Color • SED Orange • SWD Orange • AA No Color • Hispanic Orange • TMR No Color 	<ul style="list-style-type: none"> • FY No Color • Homeless No Color • SED Orange • SWD Orange • AA No Color • Hispanic Orange • TMR No Color
<p>Distance from Standard (DFS) on CAASPP Science Assessment</p> <p>Source: CA School Dashboard</p> <p>Priority 4(a): Statewide assessments</p>	<p>2024 CAASPP Science</p> <p>Standard Met or Exceeded 5th Grade</p> <ul style="list-style-type: none"> • All Students 16.19% • EL 16.54% • FY -No Data • Homeless -No Data • SED 10.39% • SWD -No Data • AA -No Data • TMR -No Data 	<p>2025 CAASPP Science</p> <p>Standard Met or Exceeded 5th Grade</p> <ul style="list-style-type: none"> • All Students 16.19% • EL 16.54% • FY -No Data • Homeless -No Data • SED 10.39% • SWD -No Data • AA -No Data • TMR -No Data
<p>English Learner Progress Indicator (ELPI)</p> <p>Source: CA School Dashboard</p> <p>Priority 4(e): Percentage of ELs who make progress toward English proficiency</p>	<p>2024 English Learner Progress Indicator: 43.3% making progress</p>	<p>2025 English Learner Progress Indicator: 45.3% making progress</p>
<p>EL Reclassification Rate</p> <p>Source: DataQuest, Student Information System</p> <p>Priority 4(f): EL Reclassification Rate</p>	<p>2023-2024 DataQuest Ever ELs and Reclassification Status: 15.7%</p>	<p>2023-2024 DataQuest Ever ELs and Reclassification Status: 17.7%</p>
<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>State Priority 8: Other Pupil Outcomes</p> <p>2024/2025 Comparing Measures: DIBELS 8th Edition</p> <p>2024/2025 Students Identified as Strategic Beginning of Year to Middle of Year</p> <ul style="list-style-type: none"> • Kindergarten: 44% to 53% • 1st Grade: 31% to 37% • 2nd Grade: 39% to 40% • 3rd Grade: 28% to 28% • 4th Grade: 29% to 33% 	<p>State Priority 8: Other Pupil Outcomes</p> <p>2025/2026 Comparing Measures: DIBELS 8th Edition</p> <p>2025/2026 Students Identified as Strategic Beginning of Year to Middle of Year</p> <ul style="list-style-type: none"> • Kindergarten: 53% to 51% • 1st Grade: 37% to 35% • 2nd Grade: 40% to 38% • 3rd Grade: 28% to 26% • 4th Grade: 33% to 31%

	• 5th Grade: 34% to 31%	• 5th Grade: 31% to 29%
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Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Provide Universal Access of strong core instructional technology materials to in support of standards-aligned instructional materials.	All Student Groups, English Learners, Students with Disabilities, Socioeconomically Disadvantaged, Two or More Races, African American	3,000.00 Title I 4000-4999: Books And Supplies Increase technology access to students
1.2	Provide Universal Access to Strong Core Instructional Programs implementing standards-aligned instructional materials. Provide printing material for standards-aligned instructional materials.	All Student Groups, English Learners, Students with Disabilities, Socioeconomically Disadvantaged, Two or More Races, African American	9,866.66 Title I 1000-1999: Certificated Personnel Salaries Substitute Release Time for TK-5th & Special Education Teachers 2,405.00 Title I 1000-1999: Certificated Personnel Salaries Substitute Release Time for 3rd-5th (CAASPP Review & Prep) 2,050.00 Title I 4000-4999: Books And Supplies Copy Paper
1.3	Provide specific and systematic support to struggling students.	English Learners, Students with Disabilities, Socioeconomically Disadvantaged, Two or More Races, African American	1,000.00 Title I 4000-4999: Books And Supplies Student Study Team Supplies
1.4	TK Welcome & Readiness Program	All Student Groups	1,152.00 Title I 1000-1999: Certificated Personnel Salaries Get Ready, Set Go TK Program
1.5	Part Time Academic Coach	All Student Groups	74,000.00 Title I 1000-1999: Certificated Personnel Salaries Academic Coach shared with Lakeside School.

Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

The implementation of key strategies and activities to support student success has been effective and impactful in meeting the articulated goal.

Technology Integration: All Chromebooks were purchased and implemented, ensuring students have access to the necessary digital tools to enhance learning.

Grade-Level Collaboration: Teachers met regularly to review student data and adjust lessons as needed to address student learning gaps and improve instructional practices.

Classroom Resources: Copy paper was purchased and distributed to all classrooms, ensuring teachers had the necessary materials for instruction and student work.

Student Support Resources: SST resources were purchased and provided to students and families as needed, offering targeted interventions to support student learning and well-being.

Mathematics Support: Math resources were acquired and distributed as needed, providing additional instructional support for students requiring intervention or enrichment.

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.

No significant changes were made to these goals.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Fostering a Safe, Inclusive, and Engaged School Community

Our goal is to create a positive and supportive school environment by reducing suspension rates, decreasing chronic absenteeism, and increasing parent engagement. We aim to implement proactive behavioral interventions, strengthen student and family connections, and ensure equitable access to support services.

Through restorative practices, PBIS initiatives, and enhanced family involvement opportunities, we will work to:

- Reduce suspension rates by providing targeted behavioral supports and alternative disciplinary measures.
- Address chronic absenteeism with early interventions, attendance incentives, and community partnerships.
- Increase parent participation in Back-to-School Night, Parent Conferences, Open House, and Suburu Parent Teacher Club.
- Boost engagement in ELAC Reclassification Meetings by at least 2%.
- Maintain strong involvement for students with exceptional needs through consistent IEP meetings and collaboration.

By fostering strong school-family partnerships and a culture of belonging, we will support student success both academically and socially.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

A review of Dashboard and local data highlights the need for improvement in student behavior, attendance, and family engagement to ensure a safe, inclusive, and supportive school environment.

Suspension Rates

Suspension rates have increased across all student groups, with notable spikes among African American (AA) students (2.1% to 5.4%) and Students with Disabilities (SWD) (3.2% to 3.7%). This trend indicates the need for proactive behavioral interventions and alternative disciplinary approaches to support student success.

Action Steps:

- Expand PBIS strategies to address behavioral challenges without resorting to suspension.
- Increase counseling and behavior intervention support to provide early interventions.
- Offer professional development for staff on trauma-informed practices and culturally responsive discipline.

Chronic Absenteeism

While chronic absenteeism rates have declined across multiple student groups, they remain concerningly high—particularly for SWD (27.6%), AA students (29.4%), White students (29.5%), and TMR students (29.6%). Ensuring continued improvement requires consistent attendance monitoring and family outreach.

Action Steps:

- Strengthen attendance intervention programs, including personalized outreach for at-risk students.
- Implement incentive programs that reward consistent attendance.
- Provide family support services to address barriers to attendance, such as transportation and health concerns.

Family Engagement

Parental involvement is crucial to student success. Data indicates a need to increase participation in key school events, including Back-to-School Night, Parent Conferences, Open House, and the Suburu Parent Teacher Club. Additionally, ELAC Reclassification Meeting participation needs a 2% increase, and maintaining high parent engagement in IEP meetings for students with exceptional needs remains a priority.

Action Steps:

- Strengthen communication channels (flyers and Parent Square) to increase parent awareness and participation.
- Offer flexible meeting times and virtual options to accommodate parents' schedules.
- Create family engagement workshops to build stronger school-community connections.

By addressing behavior, attendance, and family engagement, we aim to foster a positive and inclusive school climate where all students feel supported and empowered to succeed. These targeted strategies will help reduce disciplinary incidents, improve attendance rates, and build stronger family-school partnerships to enhance overall student outcomes.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>Suspension Rate</p> <p>Source: CA School Dashboard, Kern Integrated Data System (KiDS)</p> <p>Priority 6(a): School Climate</p>	<p>Priority 6A: Pupil suspension rates</p> <ul style="list-style-type: none"> Suspension Rate 2024 Increased 1.3% 	<p>Priority 6A: Pupil suspension rates</p> <ul style="list-style-type: none"> Suspension Rate 2025 Increased 1.1%
<p>Expulsion Rate</p> <p>Source: CA School Dashboard, Kern Integrated Data System (KiDS)</p> <p>Priority 6(b): School Climate</p>	<ul style="list-style-type: none"> 2024 CA Dashboard 0% April 2024 KiDS Donald E. Suburu School: 0% 	<ul style="list-style-type: none"> 2025 CA Dashboard 0% April 2025 KiDS Donald E. Suburu School: 0%
<p>Student Surveys of sense of safety and school connectedness.</p> <p>Source: CA Healthy Kids Survey</p> <p>Priority 6(c): School Climate</p>	<p>Priority 6C: Student, parent, staff surveys of sense of safety and school connectedness.</p> <p>CA Healthy Kids Survey for 5th Grade: School Connectedness: 61%</p>	<p>Priority 6C: Student, parent, staff surveys of sense of safety and school connectedness.</p> <p>CA Healthy Kids Survey for 5th Grade: School Connectedness: 63%</p>
<p>State Priority 5: Pupil Engagement (Engagement)</p> <p>Chronic Absenteeism Rate</p> <ul style="list-style-type: none"> CA School Dashboard 	<p>State Priority 5: Pupil Engagement (Engagement)</p> <p>Move Status Level based on the CA School Dashboard for 2024</p> <p>Chronic Absenteeism</p> <ul style="list-style-type: none"> All Students Declined 37.3% to 27.0% (Yellow) SWD Declined 41% to 27.6% (Orange) AA Declined 37.85 to 29.4% (Orange) White Declined 31.3% to 29.5% (Orange) TMR Declined 37% to 29.6% (Orange) 	<p>State Priority 5: Pupil Engagement (Engagement)</p> <p>Move Status Level based on the CA School Dashboard for 2025</p> <p>Chronic Absenteeism</p> <ul style="list-style-type: none"> All Students Declined 25.0% (Yellow) SWD Declined 25.6% (Orange) AA Declined 27.4% (Orange) White Declined 27.5% (Orange) TMR Declined 27.6% (Orange)
<p>Local Indicators for Parent and Family Engagement</p> <p>Source: CA School Dashboard</p> <p>Priority 3(a): Efforts the school district makes to seek parent input in making decisions for the school district and each individual school site.</p>	<p>2024 Local Indicator indicated 25% of the Parent and Family Engagement Indicators are not fully implemented.</p>	<p>2024 Local Indicator indicated 23% of the Parent and Family Engagement Indicators are not fully implemented.</p>

<p>ELAC/DELAC Meeting Participation</p> <p>Source: CA School Dashboard</p> <p>Priority 3(b): Efforts the school district makes to seek parent input in making decisions for the school district and each individual school site.</p>	<p>During the 2023-2024 School year we had thirteen parents attended the five ELAC/DELAC Meetings.</p>	<p>During the 2024-2025 School year we had thirteen parents attended the five ELAC/DELAC Meetings.</p>
<p>IEP Meeting Participation</p> <p>Source: CA School Dashboard</p> <p>Priority 3(c): Efforts the school district makes to seek parent input in making decisions for the school district and each individual school site.</p>	<p>2023-2024 School year 100% of parents of students with disabilities attended and participated in scheduled annual, initial, triennial, Other Review IEP meetings.</p>	<p>2024-2025 School year 100% of parents of students with disabilities attended and participated in scheduled annual, initial, triennial, Other Review IEP meetings.</p>

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Provide a Community Liaison to help students overcome problems that impede learning, assist them in coming to school on time and all day.	All Student Groups, English Learners, Students with Disabilities, Socioeconomically Disadvantaged, Two or More Races, African American	19,250.00 Title I 1000-1999: Certificated Personnel Salaries Community Liaison 15,750.00 Title I 3000-3999: Employee Benefits Community Liaison
2.2	Provide Universal Access to Strong Core Instructional Programs implementing standards-aligned instructional materials and support.	All Student Groups, English Learners, Students with Disabilities, Socioeconomically Disadvantaged, Two or More Races, African American, Asian	9,866.67 Title I 1000-1999: Certificated Personnel Salaries Substitute Release Time for TK-5th & Special Education Teachers
2.3	Offer family workshops to support students' academic success and social-emotional development.	All Student Groups, English Learners, Students with Disabilities, Socioeconomically Disadvantaged, Two or More Races, African American, Asian	500.00 Title I 1000-1999: Certificated Personnel Salaries Family Workshops
2.4	Provide structured play to promote positive sportsmanship and teamwork, while engaging in social and emotional learning.	All Student Groups, English Learners, Students with Disabilities, Socioeconomically Disadvantaged, Two or More Races, African American, Asian	12,750.00 Title I 2000-2999: Classified Personnel Salaries Structured play during recess. 2,250.00 Title I 3000-3999: Employee Benefits

			Structured play during recess.
2.5	TK Welcome & Readiness Program	All Student Groups, English Learners, Students with Disabilities, Socioeconomically Disadvantaged, Two or More Races, African American, Asian	1,152.00 Title I 1000-1999: Certificated Personnel Salaries Get Ready, Set Go TK Program
2.6	Provide recess equipment for student to promote active play.	All Student Groups, English Learners, Students with Disabilities, Socioeconomically Disadvantaged, Two or More Races, African American, Asian	3,641.00 Title I 4000-4999: Books And Supplies Purchase recess equipment
2.7	Provide specific and systematic support to struggling students.	All Student Groups, English Learners, Students with Disabilities, Socioeconomically Disadvantaged, Two or More Races, African American	1,000.00 Title I 4000-4999: Books And Supplies Student Study Team Supplies
2.9			

Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

The implementation of key strategies and activities to achieve the articulated goal has been largely successful, with some initial challenges in staffing but overall positive outcomes for students.

Community Liaison: Although there were challenges in hiring a Community Liaison, we were eventually able to secure one to support student attendance and strengthen school connections. This role has been instrumental in addressing truancy and increasing family engagement.

Technology Integration: All Chromebooks were purchased and implemented, ensuring students have access to the necessary digital tools to support their learning.

Data-Driven Instruction: Grade levels met regularly to review student data and make necessary instructional adjustments, ensuring that lessons were tailored to meet student needs and improve academic outcomes.

Lunch-Time Intramurals: A lunch-time intramural program was successfully launched, with staff members teaching students how to play various sports. This has encouraged physical activity, teamwork, and positive social interactions during recess.

TK/K Get Ready, Set, Go Program: The Get Ready, Set, Go program was implemented to help incoming TK/K students acclimate to the school environment and screen for academic readiness. This program provided early support for young learners, helping them transition smoothly into school.

Recess Equipment: Additional recess equipment was purchased and utilized, giving students more opportunities for structured and active play, contributing to their physical and social development.

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.

No significant changes were made to these goals.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Parent Engagement: All parents are valued as partners in their child's education and are empowered to support their child's preparation for college and career readiness.

Statement 1:

State Priority 1: Basic Services

Provide professional learning in differentiated instruction.

Statement 2:

State Priority 1: Basic Services

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.

Statement 3:

State Priority 2: Implementation of State Standards

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

Statement 4:

State Priority 7: Course Access

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

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

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>State Priority 1: Basic Services</p> <p>Priority 1A Teachers appropriately assigned and fully credentialed.</p> <p>Priority 1B Maintain student access to instructional materials: Compliance on Williams.</p> <p>Priority 1C Strive for Suburu School Facilities rating.</p>	<p>State Priority 1: Basic Services</p> <p>Priority 1A 98% of teachers appropriately assigned and fully credentialed.</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 1: Basic Services</p> <p>Priority 1A Increase of 2% of teachers appropriately assigned and fully credentialed for a 100%.</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: 2022-23 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: 2023-2024 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 standards and student</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 services based on state standards 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 provided with programs and services based on</p>

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.	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.	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.
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Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
3.1	Provide Universal Access to Strong Core Instructional Programs implementing standards-aligned instructional materials and support.	All Student Groups, English Learners, Students with Disabilities, Socioeconomically Disadvantaged, Two or More Races, African American	9,866.67 Title I 1000-1999: Certificated Personnel Salaries Substitute Release Time for TK-5th & Special Education Teachers.
3.2	Offer family workshops to support students' academic success and social-emotional development.	All Student Groups, English Learners, Students with Disabilities, Socioeconomically Disadvantaged, Two or More Races, African American	500.00 Title I 4000-4999: Books And Supplies Family workshops

Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

<p>The implementation of key strategies to achieve the articulated goal has been successful and impactful in supporting students and families.</p> <p>Technology Integration: All Chromebooks were purchased and implemented, ensuring students have access to digital learning tools that enhance engagement and academic success.</p> <p>Family Support: Families were provided with resources and assistance to help navigate technology and support student learning at home, strengthening school-home connections.</p>
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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.

No significant changes were made to these goals.

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

--

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

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Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
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Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

--

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

--

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

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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.

Goal 5

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

--

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

--

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

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Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
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Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

--

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

--

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

--

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$173,874.60
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$170,000.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: 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	\$170,000.00

Subtotal of additional federal funds included for this school: \$170,000.00

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

State or Local Programs	Allocation (\$)
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Subtotal of state or local funds included for this school: \$

Total of federal, state, and/or local funds for this school: \$170,000.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
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Expenditures by Funding Source

Funding Source	Amount
Title I	170,000.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	128,059.00
2000-2999: Classified Personnel Salaries	12,750.00
3000-3999: Employee Benefits	18,000.00
4000-4999: Books And Supplies	11,191.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Title I	128,059.00
2000-2999: Classified Personnel Salaries	Title I	12,750.00
3000-3999: Employee Benefits	Title I	18,000.00
4000-4999: Books And Supplies	Title I	11,191.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	93,473.66
Goal 2	66,159.67
Goal 3	10,366.67

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
- 2 Classroom Teachers
- 2 Other School Staff
- 5 Parent or Community Members
- 0 Secondary Students

Name of Members	Role
Ilyne Bispo	Parent or Community Member
Victoria Magdaleno	Parent or Community Member
Jasmine Braun	Parent or Community Member
Suzanne Rainbolt	Parent or Community Member
Alfonso Bolton	Parent or Community Member
Tara Carr	Other School Staff
Valerie Hudson	Principal
Amy Hamdoun	Classroom Teacher
Jessica Castaneda	Classroom Teacher
Gonzalo Sanchez	Other School Staff

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

English Learner Advisory Committee

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 February 13, 2025.

Attested:

Principal, Valerie Hudson on 3/4/2025

SSC Chairperson, Jessica Castenada on 3/4/2025

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 (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp) pursuant to California *Education Code (EC)* Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (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* 64001(g)(1), 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: Table of Contents

- Plan Description
- Educational Partner Involvement
- Comprehensive Needs Assessment
- Goals, Strategies/Activities, and Expenditures
- Annual Review
- Budget Summary
- Appendix A: Plan Requirements for Title I Schoolwide Programs
- Appendix B: Select State and Federal Programs

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

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

Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

Additional CSI Planning Requirements:

Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

Additional ATSI Planning Requirements:

Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Within California, these stakeholders are referred to as educational partners. 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 Educational Partner 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.

Additional CSI Planning Requirements:

When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

This section is required for all schools eligible for ATSI and CSI.

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Comprehensive Needs Assessment

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

SWP Planning Requirements:

When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

CSI Planning Requirements:

When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

ATSI Planning Requirements:

Completing this section fully addresses all relevant federal planning requirements for ATSI.

Goals, Strategies/Activities, and Expenditures

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.

Additional CSI Planning Requirements:

When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Additional ATSI Planning Requirements:

When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Goal

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

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:

- **Specific,**
- **Measurable,**
- **Achievable,**
- **Realistic, and**
- **Time-bound.**

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

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

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

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 Dashboard and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI 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.

Additional CSI Planning Requirements:

When completing this section for CSI, the school must include school-level metrics related to the metrics that led to the school's eligibility for CSI.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.

Complete the table as follows:

- **Strategy/Activity #:** Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- **Description:** Describe the strategy/activity.
- **Students to be Served:** Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- **Proposed Expenditures:** List the amount(s) for the proposed expenditures. 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 EC 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.
- **Funding Sources:** List the 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.

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

Additional CSI Planning Requirements:

- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

Note: Federal school improvement 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.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

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

Note: Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

Annual Review

In the following Goal 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.

Goal 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.

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between 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.

Note: If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.

Additional CSI Planning Requirements:

- When completing this section for CSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal CSI planning requirements.
- CSI 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 planning requirements.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal ATSI planning requirements.
- 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 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.

Note: *If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.*

Additional CSI Planning Requirements:

- From its total allocation for CSI, the LEA may distribute funds across its schools that are eligible 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.

Note: *CSI funds may not be expended at or on behalf of schools not eligible for CSI.*

Additional ATSI Planning Requirements:

Note: *Federal funds for CSI shall not be used in schools eligible for ATSI.*

Budget Summary Table

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

- **Total Funds Provided to the School Through the ConApp:** 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 funds from its LEA for CSI should complete the Budget Summary Table 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 for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

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 Schoolsite Council (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).
 - 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.
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.
 - 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 LEA (may include funds allocated via the ConApp, federal funds, and 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 Educational Partner 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: 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 64001 et. seq.

Appendix B: Plan Requirements for School to CSI/ATSI 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 educational partners (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 (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);
2. Include evidence-based interventions (*Sections: 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/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf>);

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (*Sections: 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 (*Sections: 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.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible 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 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 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.

CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/csi.asp>
- **CSI Webinars**: <https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp>
- **CSI Planning Summary for Charters and Single-school Districts**:
<https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp>

Additional Targeted Support and Improvement

A school eligible 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 (*Sections: 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 Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible 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.

ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/tsi.asp>
- ATSI Planning and Support Webinar:
<https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf>
- ATSI Planning Summary for Charters and Single-school Districts:
<https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp>

Appendix C: Select State and Federal Programs

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

- Programs included on the ConApp: <https://www.cde.ca.gov/fq/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/fq/fo/af/>

Updated by the California Department of Education, October 2023



CONCORDIA
UNIVERSITY
IRVINE

Concordia University Irvine
School of Education
SCHOOL COUNSELOR/PSYCHOLOGY STUDENT
PRACTICUM/FIELDWORK AGREEMENT
Lakeside Union School District
March, 2025

MEMORANDUM OF UNDERSTANDING

This Agreement is made and entered into as of the execution of the Agreement by both parties by and between Lakeside Union School District ("District") located in Bakersfield, California, and Concordia University Irvine ("University") a non-profit religious corporation located in Irvine, California.

WITNESSETH

WHEREAS, the governing board of a school district may enter into agreements with a college or university approved by the Commission on Teacher Credentialing (CTC) as a teacher education institution (Ed. Code Section 44227), to provide educational field experiences as may be called for in the requirements of the various authorized credentials for public school service; and

WHEREAS, any such agreement may provide for the payment in money or in services for the services rendered by the school district of an amount not to exceed the actual cost to the school district of the services rendered; and

WHEREAS, the University operates fully accredited educational programs for its students; and

WHEREAS, it is to the mutual benefit of the University and the District to make a program of educational fieldwork experiences available to the University's students at the District's facilities.

NOW, THEREFORE, it is mutually agreed upon between the parties as follows:

GENERAL TERMS AND CONDITIONS

- Term.** The term of this agreement shall commence on _____ and terminate on _____. **(Five year agreement – May be renewed with consent of both parties)**
- Termination.** Notwithstanding anything herein contained to the contrary, either party may terminate this agreement with thirty (30) days written notice to the undersigned. In the event of early termination of this agreement, students who have not yet completed their K-12 Educational field experience assignment in the District may complete their assignment at the discretion of the University. Nothing in this agreement shall limit the right of the University, acting in its sole discretion, to remove a student from the K-12 setting at any time.

3. Insurance.

a. University shall maintain professional liability insurance coverage at a minimum of One Million Dollars (\$1,000,000) per occurrence and Three Million Dollars (\$3,000,000) in aggregate throughout the course of this Agreement. Further, University agrees to maintain comprehensive general liability insurance at a minimum of One Million Dollars (\$1,000,000) per occurrence and Three Million Dollars (\$3,000,000) in aggregate throughout the course of this Agreement. University shall ensure that such policies provide for notification to District at least thirty (30) days in advance of any material modification or cancellation of such coverage. University also agrees to maintain statutory Workers' Compensation coverage on any individuals characterized as employees of University working at District pursuant to this Agreement at all times during the course of this Agreement. University shall provide certificates evidencing all coverage referred to in this section upon request of District.

b. District shall maintain professional liability insurance coverage at a minimum of One Million Dollars (\$1,000,000) per occurrence and Three Million Dollars (\$3,000,000) in aggregate throughout the course of this Agreement. Further, District agrees to maintain comprehensive general liability insurance at a minimum of One Million Dollars (\$1,000,000) per occurrence and Three Million Dollars (\$3,000,000) in aggregate throughout the course of this Agreement. District shall ensure that such policies provide for notification to University at least thirty (30) days in advance of any material modification or cancellation of such coverage. District also agrees to maintain statutory Workers' Compensation coverage on any individuals characterized as employees of District working at District at all times during the course of this Agreement. District shall provide certificates evidencing all coverage referred to in this section upon request of University.

4. Employment Status of Students. Except in the specific situations described below, University students shall not be considered to be employees of the District.

a. Students Participating in Unpaid K-12 Educational Field Experience not at Student's Place of Employment: If the students are participating in an unpaid K-12 educational field experience not at the student's place of employment, it is understood that the University's students are fulfilling specific requirements for field experiences as part of a degree or credential program requirement, and therefore, the University's students do not thereby become employees of the District by virtue of their field experience.

b. Students Participating in Unpaid K-12 Educational Field Experience at Student's Place of Employment: If the students are participating in an unpaid internship or field experience at the student's place of employment, it is understood by the University and the District that the field experience and work duties of the students shall be kept strictly separate.

c. Students Participating in Paid K-12 Educational Field Experience: If the students are provided with a nominal payment from the District intended to reimburse them for estimated

expenses related to their field experience, the students do not thereby become employees of the District. If, however, the students are paid wages by the District for their service, then they become employees of the District, and the District is responsible for all employee obligations.

5. Confidentiality.

a. All verbal and written information exchanges, as well as proprietary information relating to business practices, procedures or methods of the District shall remain strictly confidential and shall not be disclosed without consent of the District. The University agrees to notify students that they are responsible for respecting and maintaining the confidentiality of all information with respect to all students of the District.

b. The University and the District agree to comply with the Family Educational Rights and Privacy Act (FERPA) of 1974, and all requirements imposed by or pursuant to regulation of the Department of Education to the end that the rights and privacy of the students enrolled in the District and of their parents are not violated or invaded. This assurance is given to obtain access to individual student data for the purpose of using said data to fulfill assignments or contractual obligations with the District. The provisions of the Family Educational Rights and Privacy Act of 1974 include, but are not limited to ensuring that (a) no identification of students or their parent(s)/guardian(s) by persons other than representatives of the University and required persons performing activities mandated by the California Department of Education, California Commission on Teacher Credentialing (i.e. auditors) is permitted; (b) the individual student data will be destroyed when no longer needed for the purpose(s) for which they were obtained; (c) no access to individual student data shall be granted by the University to any other persons, agency, or organization without the written consent of the pupil's parent/guardian, except for sharing with other persons within the District or representatives of the University, so long as those persons have a legitimate interest in the information; (d) the District will not disclose the student records of the University's students except to University and District officials who have a legitimate need for the information consistent with their official responsibilities.

6. Non-Discrimination. Neither party shall unlawfully discriminate against any student on the basis of disability, age, race, color, gender, gender identity, sexual orientation, national and ethnic origin, or any other protected class in administration of the programs subject to this agreement.

7. Transportation of Students. Neither the University nor the District will provide transportation for students between the University and the District school. Each student shall be responsible for his or her transportation.

8. Scope of Authority. The District shall exercise exclusive control over the administration, operation, maintenance and management of the District and its schools, and the University's

students while they are in residence at the District. Subject thereto, the University shall exercise control and supervision over the operation, curriculum, faculty and students of the University within the prescribed framework.

9. Indemnification. Except as otherwise may be provided in this Agreement, each party shall indemnify, hold harmless and defend the other party from any and all loss, liability, claim, lawsuit, injury, expense or damage whatsoever including but not limited to attorneys' fees and court costs, arising out of, incident to or in any manner occasioned by the performance or nonperformance by such indemnifying party, its agents, employees, servants, students, or subcontractors, of any covenant or condition of this Agreement or by the negligence, improper conduct or intentional acts or omissions of such indemnifying parties, its agents, employees, servants, students, or subcontractors.

10. Scope of Work.

SCHOOL COUNSELING/PSYCHOLOGY PRACTICUM

"Practicum" as used herein refers to the hours that a student, enrolled in practicum-embedded course(s) in the University program, develops skills learned in previous and current courses under the supervision of a site supervisor working in a K-12 setting.

Practicum is to be completed under the direct supervision of a District employee who currently holds a Pupil Personnel Services (PPS) Credential with an authorization in school counseling and has a minimum of three years full time experience as a School Counselor/Psychologist.

For School Counseling students, it is the expectation that students are required to meet one-on-one with a client for six 30-minute sessions to gain experience developing counseling relationships through the application of counseling skills. Additionally, students should complete direct, as well as, indirect counseling experience in clinical settings working with other clients.

The University will ensure students who participate in practicum have met the requirements of a valid CTC document, which includes a fingerprint and background check. Students will be informed that a District has the authorization to require additional documentation before beginning their practicum assignment.

The District recognizes the importance of facilitating Practicum placements that will enhance the students' confidence as a professional counselor/psychologist. Settings for School Counselors/Psychologists should build basic counseling skills which include body language, listening, and development of trust with clients.

The University agrees to appoint a faculty member as a University Supervisor to administer the University's responsibilities related to the Program and oversee the students' Practicum experience at the District. The University Supervisor shall be responsible for ongoing communication with the District.

The District agrees to assume ultimate responsibility for the counseling services provided to students and the psycho-educational assessments administered to students, as well as, the delivery of results through reports and IEP meetings.

SCHOOL COUNSELING/SCHOOL PSYCHOLOGY FIELDWORK

"Fieldwork" as used herein refers to the hours that a student, enrolled in fieldwork course(s) in the University program, develops and practices skills learned in previous and current courses under the supervision of a university supervisor and a site supervisor working in a K-12 setting.

The District agrees to appoint a District employee as a District Representative to administer the District's responsibilities related to the Program and collaborate with the Fieldwork and Internship Coordinator for School Counseling or School Psychology and implement the student's fieldwork at the District.

The District Representative shall be responsible for on-going communication with the University, as well as the designation of District employees to serve as site supervisors responsible for direct supervision of assigned students. District employees designated as site supervisors shall meet the CTC criteria for supervising students. School Counseling/School Psychology site supervisors must have a current PPS credential with an authorization in school counseling/school psychology and a minimum of three years full-time experience as a school counselor or school psychologist. In the absence of the site supervisors so designated, suitable alternate persons will be designated and available.

The District Representative and site supervisors shall be granted with sufficient time to supervise, plan and implement the fieldwork including, when feasible, time to attend relevant meetings and conferences.

The District shall (a) support continuing education and professional growth and development of those staff members of the District responsible for supervision of assigned students; (b) provide the physical facilities and equipment necessary to conduct the fieldwork; (c) provide assigned students, whenever possible, with the use of library facilities, reasonable study and storage space; (d) make efforts to assist student in meeting course objectives; (e) advise the University of any changes in its personnel, operations or policies which may affect the fieldwork; (f) permit inspection by the University of the facilities, services available for learning experiences, student records, and other items pertaining to the fieldwork; (g) determine the number of students which the District can accommodate during a given period of time and accept only the

number of students which the District can accommodate; and (h) provide access to the University and its students the applicable District rules and regulations with which they are expected to comply.

The University will provide a valid and reliable assessment that the District will use to assess the student's competence, a minimum of twice, at the mid-point and at the conclusion of fieldwork. The completed assessment will be forwarded to the University after each administration of the assessment and upon the conclusion of each student's fieldwork. Notice will be provided to the University, as soon as practical and at least by mid-term of a student's fieldwork, of any serious deficiency noted in the ability of the student to progress toward achievement of the stated objectives of the field experience. The District shall otherwise have the right to terminate any student whose health or performance is a detriment to any student's well-being or to achievement of the stated objectives of the student's field experience. Prior to such termination, the District shall notify the University's Fieldwork and Internship Coordinator.

The University agrees to appoint a faculty member as Fieldwork and Internship Coordinator to administer the University's responsibilities related to the Program and oversee the students' fieldwork at the District. The Fieldwork and Internship Coordinator shall be responsible for ongoing communication with the District.

The University agrees to assume responsibility for assuring compliance with applicable educational standards established by the California Commission on Teacher Credentialing (CTC), Council for the Accreditation of Educator Preparation (CAEP), and National Association of School Psychologists (NASP).

The University agrees to notify the District, at a time mutually agreed upon, of its planned schedule of student assignments, including each student's name, level of academic preparation, and length and date of the fieldwork. The University shall refer to the District only those students who have satisfactorily completed the prerequisite didactic portion of the curriculum.

The University agrees to advise assigned students regarding appropriate health and professional liability insurance. All students will be covered by the University's group professional liability insurance as required by the terms of this agreement. The University agrees to require assigned students to comply with existing pertinent rules and regulations of the District and all reasonable directions given by qualified District personnel during periods of fieldwork assignment and while on District premises.

The University and the District agree to establish the educational objectives for the Program, devise methods for their implementation, and continually evaluate the Program to determine its effectiveness.

SCHOOL COUNSELING/SCHOOL PSYCHOLOGY INTERN

The Intern School Counselor or Psychologist is approved to assume the functions authorized by the Pupil Personnel Services School Counseling Intern Credential provided that the Intern's services meet the needs of the participating district, the Intern does not displace other certificated employees in the participating district, and this agreement meets with the District's contractual specifications with certificated employees.

The University shall ensure students in the Intern Program hold a Baccalaureate degree or higher from a regionally accredited institution of higher education and have satisfied the additional requirement of meeting the California Basic Skills requirement, most commonly met by the passage of the CBEST assessment and are enrolled in internship courses in the University program.

The University shall provide a University supervisor to work cooperatively with the Intern School Counselor or Psychologist and site supervisor.

The University will provide a valid and reliable assessment that the District will use to assess the Intern's competence, a minimum of twice, at the mid-point and at the conclusion of the Internship. The completed assessment will be forwarded to the University after each administration of the assessment and upon completion of the Internship. Notice will be provided by the District to the University, as soon as practical and at least by mid-term of a student's Internship, of any serious deficiency noted in the ability of the Intern to progress toward achievement of the stated objectives of the Internship.

The District shall authorize a District employee who currently holds a Pupil Personnel Services (PPS) Credential with an authorization in school counseling and has a minimum of three years full time experience as a School Counselor or School Psychologist to supervise the Intern student. The site supervisor shall be granted with sufficient time to supervise, plan, and implement the Internship, including, when feasible, time to attend relevant meetings and conferences.

The District shall (a) support continuing education and professional growth and development of staff members of the District responsible for supervision of assigned Interns; (b) provide the physical facilities and equipment necessary to conduct the Internship; (c) advise the University of any changes in its personnel, operations, or policies which may affect the Internship; (d) permit inspection by the University of the facilities, services available for learning experiences, student records, and other items pertaining to the Internship; and (e) provide access to the University and its students the applicable District rules and regulations with which they are expected to comply.

The District shall ensure no Intern School Counselor or Intern School Psychologist will have his/her salary reduced by more than one-eighth of the total contracted pay to cover costs of site supervision. The salary of the Intern School Counselor or Intern School Psychologist shall not be less than the minimum base salary paid regularly certificated personnel in similar positions.

The District agrees that the Intern School Counselor or Intern School Psychologist will remain an employee of the District for the term of the issued Intern Credential or completion of the program, whichever occurs first.

The District shall ensure that the Intern School Counselor or Intern School Psychologist does not displace other certificated Pupil Personnel Services employees in the District.

11. General Provisions.

a. Entire Agreement; Amendment. This Agreement including the attachments and exhibits hereto contains the complete and full agreement between the parties with respect to the subject matter hereof and shall supersede all other agreements relative to the subject matter hereof by and between the parties. This Agreement may be amended but only by an instrument in writing signed by both parties to the Agreement.

b. Assignment. University shall not subcontract, assign its rights or delegate its duties under this Agreement without the prior written consent of District. This Agreement shall be binding on and inure to the benefit of successors and permitted assigns of each party.

c. Governing Law. This Agreement shall be governed by and interpreted in accordance with the laws of the State of California. Any action arising out of this Agreement shall be instituted and prosecuted only in a court of proper jurisdiction in Orange County, California.

d. Severability. The provisions of this Agreement shall be deemed severable and if any portion shall be held invalid, illegal or unenforceable for any reason, the remainder of this Agreement shall be effective and binding upon the parties.

e. Waiver. Any waiver of any terms, covenants and/or conditions hereof must be in writing and signed by the parties hereto. A waiver of any of the terms, covenants and/or conditions hereof shall not be construed as a waiver of any other terms, covenants and/or conditions hereof nor shall any waiver constitute a continuing waiver.

f. Execution. This Agreement may be executed in one or more counterparts, all of which shall constitute one and the same document. Counterparts may be exchanged by facsimile or email. Each counterpart, whether an original signature or a facsimile copy, shall be deemed an original as against any party who signed it.

The following signatures hereby indicate approval of this agreement:

Concordia University Irvine

By: _____

Name: Rev. Dr. Scott Ashmon

Title: Senior Vice President and Provost

Date: _____

DISTRICT

Signature: _____

Printed Name: _____

Title: _____

Date: _____

Address: _____

Concordia University Irvine

Attn: Dr. Charlie Rodrigues

1530 Concordia West

Irvine, CA 92612

Copy to:

General Counsel (ronald.vanblarcom@cui.edu)

MOU Coordinator (charlie.rodrigues@cui.edu)



Estimate

Date	Estimate #
3/20/2025	12419

OFFICE: 5909 NATHANIEL WAY, BAKERSFIELD, CA 93313
MAILING: PO BOX 21000, BAKERSFIELD, CA 93390
(661) 664-0177 PHONE ~ (661) 664-0277 FAX ~ LIC 624862

Name/Address
Lakeside Union School District 14535 Old River Road Bakersfield CA 93311

P.O. #	Rep
	TC

Item	Description	Total
Labor	Lakeside School- Building Pathways 14535 Old River Rd. Bakersfield, CA 93311 Provide and install (2) 2" rigid conduit pathways into building 600. Provide and install (2) 2" rigid pathways into main building. Provide and install (1) 2" rigid pathway into building 500. Provide and install (1) 2" rigid pathway into building 900. Provide and install (1) 2" rigid pathway into maintenance office.	9,453.00
Material	Hoffman NEMA 3R enclosures, 2" Rigid conduit, 2" rigid fittings, Unistrut, 2" Unistrut straps, Misc. hardware.	4,414.89T

Advance Communications & Consulting, Inc. is a California-certified Small Business and is also certified as a Minority Owned Business Enterprise by the National Minority Supplier Development Council.

Subtotal \$13,867.89

Sales Tax (8.25%) \$364.23

Total \$14,232.12

Signature _____

Lakeside Union School District
14535 Old River Road
Bakersfield, California 93311

INDEPENDENT CONTRACTOR AGREEMENT FOR SPECIAL SERVICES

This Independent Contractor Agreement for Special Services ("Agreement") is made and entered into on, May 1, 2025 by and between the Lakeside Union School District, a public school district and a political subdivision of the State of California, Kern County, hereinafter referred to as the "District," and the Boys & Girls Clubs of Kern County, a private non-profit organization hereinafter referred to as the "Contractor" (hereinafter referred to collectively as, "Parties".) for **2025 Summer services**.

RECITALS

WHEREAS, the Program has been shown to reduce juvenile crime and improve students' grades, attendance and conduct; and

WHEREAS, the Contractor desires to provide Program services for the District's students to

WHEREAS, the Contractor is a private non-profit youth service agency organized pursuant to the include literacy and educational activities; and

laws of the State of California

WHEREAS, The District is authorized by Section 53060 of the California Government Code to contract with and employ any persons for the furnishing of special services and advice in financial, economic, accounting, engineering, legal or administrative matters, if such persons are specially trained and experienced and competent to perform the special services required; and

WHEREAS, the District is in need of such special services and advice to provide the Program's academic enrichment and recreational activities for District students of all ages; and

WHEREAS, the Contractor is specially trained, experienced and competent to perform the special Program services for the benefit of District students, and District requires such services on a limited basis.

NOW, THEREFORE, the Parties agree as follows:

1. **Services.** The Contractor shall provide the Program services as described in **Exhibit "A,"** attached hereto and incorporated herein by this reference ("Services").
2. **Term of Agreement.** This Agreement will commence on May 1, 2025 and will continue until August 1, 2025 or until such time as the District no longer receives funds to deliver the Services for the benefit of District students or the Agreement is terminated in accordance with the terms of this Agreement, whichever comes first.

3. **Program Location.** The Contractor shall provide the Services at the following site (collectively, "District Facilities"):

- Suburu School 7315 Harris Road Bakersfield, CA 93313

4. **Submittal of Documents.** The Contractor shall not commence the Services under the terms of this Agreement until the Contractor has submitted and the District has approved the certificate(s) and affidavit(s), and the endorsement(s) of insurance required as indicated below:

 X Signed Agreement

 X Workers' Compensation Certificate (Attached as **Exhibit "B"**)

 X Insurance Certificates and Endorsements

 X W-9 Form

 X Fingerprinting/Criminal Background Investigation Certification (Attached as **Exhibit "C"**)

 X Tuberculosis Clearance (Attached as **Exhibit "D"**)

5. **Priority of Use.** Throughout the term of this Agreement, District programs, including athletic and recreational programs, shall take precedence and priority over the Contractor's right to use District Facilities. The Contractor's use of District Facilities shall be solely for the Contractor's performance of the Services. Any use of District Facilities for other than the Contractor's performance of the Services is prohibited without the prior written consent of the District.

6. **Compensation.** The District agrees to pay the Contractor for Services rendered pursuant to this Agreement a total fee not to exceed Sixty-Four Thousand Eight Hundred Eighty-Seven Dollars (\$64,887) for the 2025 Summer Program ("Total Compensation"). The Total Compensation shall be paid to the Contractor over the 2025 Summer Program, which shall consist of Twenty-One (21) days. The District shall pay the Contractor according to the following terms and conditions on the following date:

July 1, 2025 (\$64,887)

7. **Expenses.** The District shall not be liable to the Contractor for any costs or expenses paid or incurred by the Contractor in performing Services for the District.
8. **Staffing.** The Contractor shall hire, supervise, train and assign Thirteen (13) staff members to provide services under this Agreement as follows:

- Suburu Elementary School (13)

Prior to commencing the performance of Services pursuant to this Agreement, the Contractor shall require its employees to submit evidence of an examination within the past sixty (60) days

to determine that he or she is free of active tuberculosis. The Contractor agrees Contractor's employees who skin test negative shall thereafter be required to take a tuberculosis test at least once every four (4) years pursuant to Education Code Section 49406. As noted in Section 4 above, the Contractor is required to submit a Tuberculosis Clearance certificate in the form attached hereto as **Exhibit "D"**.

9. **Plan to Ensure Daily Staffing.** The Contractor shall establish and maintain a qualified substitute staff member system to ensure the staff-to-student ration will be maintained in the daily delivery of Services despite employee absences.
10. **Security Clearance.** The Contractor shall be responsible for ensuring compliance with all applicable fingerprinting and criminal background investigation requirements, including, but not limited to, those described in Education Code Sections 45125.01 and 45125.1, as applicable. The Contractor's responsibility shall extend to all Program staff and subs, regardless of whether such individuals are paid or unpaid, concurrently employed by the District, and/or acting as independent Contractors of the Contractor. The Contractor shall not permit any employee to have any contact with District students until the Contractor has verified in writing, based on the background check, to the District's Board of Education ("Board") that such employee 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 District prior to each individual's commencement of employment or the provision of Services pursuant to the program and prior to permitting contact with students participating in the Program. As noted in Section 4 above, the Contractor is required to submit a Fingerprinting/Criminal Background Investigation Certification in the form attached hereto as **Exhibit "C"**.
11. **Qualifications and Licenses.** The Contractor shall be responsible for verifying the credentials, certificates, and licenses of Program staff, agents, subcontractors or volunteers or any other evidence of such individual's qualifications and fitness for participation in the Program. All Program staff and volunteers shall be subject to the health screening requirements in current law and District policy for school Personnel and volunteers in the District. All staff members who directly supervise students shall, at a minimum, meet the qualifications of an instructional aide in the District. Verification shall extend to motor vehicle licenses and possession of adequate vehicle insurance coverage, if such individuals will be required to provide transportation services as part of their Program duties.
12. **Staff Performance and Evaluation.** The Contractor is responsible for all Program employee performance evaluations. The District will provide information as he or she deems appropriate for the Contractor's consideration in its evaluation of its assigned employees.
13. **Documentation of Hours Worked.** Staff of the Contractor shall maintain records of hours worked at their respective location and shall sign in and out daily on a time log maintained by the Contractor.
14. **Coordination with the School Staff.** Staff of the Contractor shall communicate with the

designated District Staff regarding any issues or conflicts that might arise concerning the use of space, equipment, student safety and security, or other items covered by this Agreement.

15. **District Facility Usage.** The District Facilities to be used are classrooms, the cafeteria, and playground at each site. The Contractor will clean up and return items to their original location at the end of each day.

- 15.1 **Computer Accounts.** Certain members of the Contractor's staff may be assigned a District computer account to use for Program-related purposes. District equipment shall be used by the Contractor in accordance with applicable law and District policy and procedure. Only the staff person actually assigned the District computer account may use said account. No sharing of District computer accounts amongst the Contractor staff is permitted.

16. **Materials.** The Contractor shall furnish, at his/her own expense, all labor, materials, equipment, supplies and other items necessary to complete the Services to be provided pursuant to this Agreement, except as follows:

- 16.1 Program supplies for the activities delivered by the Contractor will be provided by the Contractor.

17. **Field Trips.** The Contractor shall sponsor and must obtain advance approval from the District for any field trips or other off-site travel planned for students in the Program. Signed parental/guardian permission forms with appropriate release of liability for the District and the Contractor, attached hereto as **Exhibit "E"**, must be obtained in advance for each participating student. Any activity organized by the Contractor shall be considered an activity in the sole control and direction of the Contractor. The Contractor shall assume all responsibility for the care and control of students will participation in any activity, whether on-site or off-site that is offered as part of the Program.

18. **Parental Visits.** The Contractor shall provide for reasonable parental access to all of District's Facilities being used by the Contractor to the extent allowed by applicable law. The Contractor shall ensure that parental visits are in agreement with applicable court orders, if any.

19. **Medication.** The Contractor shall ensure that medications are distributed and/or administered to students participating in the Program only when there is a written statement on file with both the Contractor and the District from a licensed physician detailing the type, administration, method, amount, and time schedule of how the medication is administered. The Contractor shall not distribute or administer any prescribed medication to any student unless pursuant to a written statement by the student's parent on file with both the Contractor and the District. The Contractor shall keep a written log of medication dispensation and/or administration. Any change in medication dispensation or administration (such as method, amount, and schedule) by the Contractor must be previously authorized in writing by a licensed physician and parent on file with the Contractor and the District.

20. **Accidents and Incidents.** The Contractor shall complete a written accident report and provide it to the District when a student has suffered an injury that requires medical attention of a licensed medical professional. The Contractor shall complete a written accident report and provide it to the District when the Contractor becomes aware of circumstances that require notification be made to other agencies. The circumstances may include, without limitation, allegations of molestation, child abuse, and injuries resulting from physical restraint. The Contractor assures the District that all staff members, including volunteers, are familiar with child abuse and general concerns regarding the health and safety of a student that may impair the student's educational program, including the need for mental health services, and shall inform the District by facsimile or U.S. mail within twenty-four (24) hours of when the Contractor becomes aware of those circumstances.

21. **Acknowledgement of Receipt of Policies and Procedures.** All Contractor staff providing Services related to the operation of the Program will be provided a copy of the following District policies and procedures and must acknowledge, in writing that they have read and agree to abide by the District policies and procedures listed below:

- Use of District Facilities, space, and equipment
- Student discipline (school discipline, search and seizure, suspension, and expulsion)
- Site emergency plan and protocol (e.g., lockdown, shelter in place, contacts for emergency)
- Release of students from school's custody (release to parent/guardian, late pick-up policy, sign-in/sign-out process)
- After School Programs including early release provisions
- Safety (e.g., students who walk home, visitors/outside, School Safety Plan, accident procedures)
- Child abuse and neglect
- Privacy rights of parents and students
- Health Care
- Emergency medical information
- Administration and storage of medication
- Pupil records
- Emergencies
- Alcohol and other drug policies
- Student wellness and child nutrition
- Registration of visitors/outside and disruption of service
- Parental notifications and consent
- Nondiscrimination and complaints
- Special education and Section 504 of the Rehabilitation Act
- Use of District technology and electronic systems

All rules and regulations of the Board and all Federal, State and local laws, ordinances, and regulations, are to be observed strictly by the Contractor and all those using District Facilities and grounds with the Contractor's permission or pursuant to this Agreement.

22. **Anti-Discrimination (employees).** It is the policy of the District that in connection with all work performed under District contracts there be no discrimination against any employee engaged in the work because of race, color, ancestry, national origin, religious creed, physical disability, medical condition, marital status, sexual orientation, gender, or age and therefore the Contractor agrees to comply with applicable Federal and California laws including, but not limited to the California Fair Employment and Housing Act beginning with Government Code Section 12900 and Labor Code Section 1735 and District policy. In addition, the Contractor agrees to require the compliance by all its subcontractor(s).
23. **Anti-Discrimination (students).** It is the policy of the District that in connection with all work performed under District contracts there be no discrimination against any student who participates in the Program based on actual or perceived race or ethnicity, national origin or nationality, physical or mental disability, religion, sex or gender, color, age, sexual orientation, limited to the Americans with Disabilities Act, Section 504 of the Rehabilitation Act, the Individuals with Disabilities Education Act, and District policy. The Contractor agrees to require compliance by all its employees and subcontractor(s). The District shall make reasonable accommodations or modifications of the Program provided by the District, and require compliance by all its employees and subcontractors.
24. **Prohibited Activities.** The following are prohibited in or about the District Facilities or at any time during which Services are being provided under this Agreement, even if Services are being provided off-site: possession or use of tobacco products, intoxicants, or narcotics, the use of profane language, quarreling, fighting, or gambling.
25. **Insurance.**
- 25.1 The Contractor shall procure and maintain at all times it performs any portion of the Services the following insurance with minimum limits equal to the amount indicated below.
- 25.1.1 **Commercial General Liability and Automobile Liability Insurance.**
Commercial General Liability Insurance and any Automobile Liability Insurance that shall protect the Contractor, the District, and the State from all claims of bodily injury, property damage, personal injury, death, advertising injury, and medical payments arising from performing any portion of the Services. (Form CG 0001 and CA 0001)
- 25.1.2 **Workers' Compensation Insurance.**
Workers' Compensation Insurance for all of its employees performing any portion of the Services. In accordance with provisions of Section 3700 of the California Labor Code, the Contractor shall be required to secure worker's compensation coverage for its employees. If any class of employee or employees engaged in performing any portion of the Services 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 any portion of the Services.

Type of Coverage	Minimum Requirement
Commercial General Liability Insurance , including Bodily Injury, Personal Injury, Property Damage, Advertising Injury, and Medical Payments	\$5,000
Each Occurrence	\$2,000,000
General Aggregate	\$2,000,000
Automobile Liability Insurance – Any Auto	
Each Occurrence	\$2,000,000
General Aggregate	\$2,000,000
Workers Compensation	Statutory Limits

25.2 Proof of Carriage of Insurance. The Contractor shall not commence performing any portion of the Services until all required insurance has been obtained and certificates indicating the required coverage have been delivered in duplicate to the District. Certificates and insurance policies shall include the following:

25.2.1 A clause stating: "This policy shall not be canceled or reduced in required limits of liability or amounts of insurance until notice has been mailed to the District, stating date of cancellation or reduction. Date of cancellation or reduction shall not be less than thirty (30) days after date of mailing notice."

25.2.1 Language stating in particular those insured, extent of insurance, location, and operation to which insurance applies, expiration date, to whom cancellation and reduction notice will be sent, and length of notice period.

25.2.3 An endorsement stating that the District and State and their agents,

representatives, employees, trustees, officers, consultants, and volunteers are named additional insured under all policies except Workers' Compensation Insurance, Professional Liability, and Employer's Liability Insurance. An endorsement shall also state that the Contractor's insurance policies shall be primary to any insurance or self-insurance maintained by District.

25.2.4 All policies shall be written on an occurrence form.

25.3 Acceptability of Insurers. Insurance is to be placed with insurers with a current A.M. Best's rating of no less than A: VII, unless otherwise acceptable to the District.

- 26. Quality Assurance.** The Contractor shall document its provision of agreed upon Services and submit required documentation to the District at request of District.
- 27. Records.** The Contractor will maintain full and accurate records in connection with this Agreement and will make them available to the District for inspection at any time.
- 28. Independent Contractor Status.** The Contractor, in performance of this Agreement, shall be and act as an independent contractor. The Contractor understands and agrees that he/she and all of his/her employees shall not be considered officers, employees, agents, partner, or joint venture of the District, and are not entitled to benefits of any kind or nature normally provided employees of the District and/or to which District's employees are normally entitled, including, but not limited to, State Unemployment Compensation or Worker's Compensation. The Contractor shall assume full responsibility for payment of all Federal, State and local taxes or contributions, including unemployment insurance, social security and income taxes with respect to the Contractor's employees. In the performance of the Services herein contemplated, the Contractor is an independent contractor or business entity, with the sole authority for controlling and directing the performance of the details of the Services, the District being interested only in the results obtained.
- 29. Compliance With Laws.** The Contractor shall observe and comply with all rules and regulations of District's Board and all Federal, State, and local laws, ordinances and regulations. The Contractor shall give all notices required by any law, ordinances and regulation bearing on conduct other Services as indicated or specified. If the Contractor observes that any of the Services required by this Agreement is at variance with any such laws, ordinance, rules or regulations, the Contractor shall notify the District, in writing, and, at the sole option of the District, any necessary changes to the scope of the Services shall be made and this Agreement shall be appropriately amended in writing, or this Agreement shall be terminated effective upon the Contractor's receipt of a written termination notice from the District. If the Contractor performs any Services that are in violation of any laws, ordinances, rules or regulations, without first notifying the District of the violation, the Contractor shall bear all costs arising therefrom.
- 30. Indemnification.** The Contractor and District shall indemnify each other and their respective agents, servants, and employees from any claims, losses, or liabilities due to death, injury to a

person(s), or damage to property to the extent caused by the indemnifying party's negligence or willful misconduct.

31. **No Rights In Third Parties.** This Agreement does not create any rights in, or inure to the benefit of, any third party except as expressly provided herein.
32. **District's Evaluation of Contractor and Contractor's Employees and/or Subcontractors.** The District may evaluate the Contractor in any way the District is entitled pursuant to applicable law. The contractor shall allow District access during the Contractor's provision of Services for this purpose. The district's evaluation may include, without limitation:
- 32.1 Requesting that District employee(s) evaluate the performance of the Contractor and the Contractor's employees and subcontractors during the provision of Services.
- 32.1 Announced and unannounced observance of the Contractor, the Contractor's employee(s), and/or subcontractor(S).
33. **Limitation of Liability.** Other than as provided in this Agreement (including Section 30's indemnification provision), the District's financial obligations under this Agreement shall be limited to the Payment of the compensation set forth in Section 6 of this Agreement. Other than the District's financial and indemnification obligations under this Agreement, the District shall not be liable, regardless of whether any claim is based on contract or tort, for any special, consequential, indirect or incidental damages, including, but not limited to, lost profits or revenue, arising out of or in connection with this Agreement for the Services performed in connection with this Agreement.
34. **Confidentiality.** The Contractor and all the Contractor's agents, personnel, employee(s), and/or subcontractor(s) shall maintain the confidentiality of all information received in the course of performing the Services. The Contractor understands that student records are confidential and agrees to comply with all State and Federal laws concerning the maintenance and disclosure of student records. This requirement to maintain confidentiality shall extend beyond the termination of this Agreement.
35. **Notices.** Any notice required or permitted to be given under this Agreement shall be deemed to have been given, served, and received if given in writing and whether personally delivered or deposited in the United States mail, registered or certified mail, postage prepaid, return receipt required, or sent by overnight delivery service, or facsimile transmission, addressed as follows:

CONTRACTOR:

Boys & Girls Clubs of Kern County
PO Bin 5J
Bakersfield, CA 93385

DISTRICT:

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

Any notice personally given or sent by facsimile transmission shall be effective upon receipt. Any notice sent by overnight delivery service shall be effective the business day next following delivery thereof to the overnight delivery service. Any notice given by mail shall be effective three (3) day after deposit in the United States mail.

36. **California Law.** This Agreement shall be governed by and the rights, duties, and obligations of the Parties shall be determined and enforced in accordance with the laws of that State of California. The Parties further agree that any action or proceeding brought to enforce the terms and conditions of this Agreement shall be maintained in Kern County California.
37. **Waiver.** The waiver by either party of any breach of any term, covenant, or condition herein contained shall not be deemed to be a waiver of such term, covenant, condition, or any subsequent breach of the same or any other term, covenant, or condition herein contained.
38. **Severability.** If any term, condition or provision of this Agreement is held by a court of competent jurisdiction to be invalid, void or unenforceable, the remaining provisions will nevertheless continue in full force and effect, and shall not be affected, impaired or invalidated in any way.
39. **Authority to Bind Parties.** Neither party in the performance of any and all duties under this Agreement, except as otherwise provided in this Agreement, has any authority to bind the other to any agreements or undertakings.
40. **Attorney Fees/Costs.** Should litigation be necessary to enforce any terms or provisions of the agreement, then each party shall bear its own litigation and collection expenses, witness fees, court costs and attorney's fees.
41. **Captions and Interpretations.** Paragraph heading in this Agreement are used solely for convenience, and shall be wholly disregarded in the construction of this agreement. No provision of this Agreement shall be interpreted for or against a party because that party or its legal representative drafted such provision, and this Agreement shall be construed as if jointly prepared by the Parties.
42. **Calculation of Time.** For the purposes of this Agreement, "days" refers to calendar days unless otherwise specified.
43. **Signature Authority.** Each party had the full power and authority to enter into and perform this Agreement and the person signing this Agreement on behalf of each party has been properly authorized and empowered to enter into this Agreement.
44. **Counterparts.** This Agreement and all amendments and supplements to it may be executed in counterparts, and all counterparts together shall be construed as one document.
45. **Incorporation of Recitals and Exhibit.** The recitals and each exhibit attached hereto are hereby

incorporated herein by reference.

46. **Subcontract and Assignment.** Neither party shall assign its rights, duties, or privileges under this Agreement, nor shall either party attempt to confer any of its rights, duties, or privileges under this Agreement on any third party, without the written consent of the other party. The Contractor may enter into subcontracts only with the prior written authorization of the District.
47. **Entire Agreement of Parties.** This Agreement sets forth the entire agreement between parties and supersedes all other oral or written representations. This Agreement may be amended or modified only by a written instrument executed by both parties.
48. **Termination.**
 - 48.1 **Without Cause By District.** The District may, at any time, with or without reason, terminate this Agreement and compensate the Contractor only for Services satisfactorily rendered to the date of termination. Written notice by the District shall be sufficient to stop further performance of Services by the Contractor or no later than thirty (30) days after the day of mailing, whichever is sooner. The Contractor shall only be responsible for providing its Services under this Agreement, and the Contractor shall not be liable for any additional expenses or costs incurred by the District in subsequently securing similar services from any other contractor.
 - 48.2 **Without Cause By Contractor.** The Contractor may, upon thirty (30) days' written notice, with or without reason, terminate this Agreement. Upon the Contractor's termination of this Agreement, the District shall only be obligated to compensate the Contractor for Services satisfactorily rendered to the date of termination. Thirty (30) days' notice by the Contractor shall be sufficient to stop further performance of Services to the District. The Contractor acknowledges that this thirty (30) day notice period is acceptable so that the District can attempt to procure the Services from another source.
49. **Compliance with State Regulations.** The Contractor agrees to comply with all terms and conditions and exhibits of this Agreement and the Program, which provisions are incorporated by reference into this Agreement.

IN WITNESS WHEREOF, the parties hereto have executed this Agreement on the date first above written.

**Boys & Girls Clubs of Kern County
(CONTRACTOR)**

By: _____

Title: _____

**Lakeside Union School District
(DISTRICT)**

By: _____

Title: _____

Information regarding Contractor:

Contractor: Boys & Girls Clubs of Kern County

License No.: _____

Address: PO BIN 5J
Bakersfield, CA 93385

Telephone: (661) 325-3730

Facsimile: (661) 325-2118

E-Mail: zanesmith@bgclubsofkerncounty.org

Type of Business Entity:

____ Individual

____ Sole Proprietorship

____ Partnership

____ Limited Partnership

____ Corporation, State: _____

____ Limited Liability Company

X Other: 501c3

Employer Identification and/or Social
Security Number

**NOTE: Federal Code of Regulations
Sections 6041 and 6209 require non-
corporate recipients of \$600.00 or
more to furnish their taxpayer
identification number to the payer. The
regulations also provide that a penalty
may be imposed for failure to furnish
the taxpayer identification number. In
order to comply with these regulations,
the District requires your Federal tax
identification number or Social Security
number, whichever is applicable.**

EXHIBIT "A"

DESCRIPTION OF SERVICES TO BE PERFORMED BY CONTRACTOR

The Contractor shall provide the following Services:

1. Educational and literacy enrichment activities at the school sites listed in the Agreement from 7 a.m. until at least 5 p.m., Monday through Friday except for days such as minimum attendance days, staff development days, or when performance is excused in writing by the District.
2. Train and supervise staff to help implement the Program.
3. Educational and literacy components in the form of homework assistance in one or more of the following areas: language arts, mathematics, history and social science, computer training or science.
4. Educational enrichment may include fine arts, recreation, physical fitness, student wellness, and prevention activities.
5. Collaborate with the District on all reporting requirements of the designated funding stream.
6. The Contractor will also have the responsibility of working with parents, volunteers, and subcontracting agencies that are part of the after school program.

EXHIBIT "B"

WORKERS' COMPENSATION CERTIFICATION

Labor Code Section 3700 in relevant part provides:

Every employer except the State shall secure the payment of compensation in one or more of the following ways:

- By being insured against liability to pay compensation by one or more insurers duly authorized to write compensation insurance in this State.
- By securing from the Director of Industrial Relations a certificate of consent to self-insure, which may be given upon furnishing proof satisfactory to the Director of Industrial Relations of ability to self-insure and to pay any compensation that may become due to its employees.

I am aware of the provisions of Section 3700 of the Labor Code which require every employer to be insured against liability for workers' compensation or to undertake self-insurance in accordance with the provisions of that code, and I will comply with such provisions before commencing the performance of the Services of this Agreement.

Date: _____

Proper Name of Contractor: Boys & Girls Clubs of Kern County

Signature: _____

Print Name: Zane Smith

Title: Executive Director

(In accordance with Article 5 – commencing at Section 1860, Chapter 1 part 7, Division 2 of the Labor Code, the above certificate must be signed and filed with the District prior to performing any Services under this Agreement.)

EXHIBIT "C"
FINGERPRINTING/CRIMINAL BACKGROUND INVESTIGATION
CERTIFICATION

One of the boxes below must be checked, with the corresponding certification provided, and this form attached to the Independent Contractor Agreement for Special Services ("Agreement"):

[To be completed by the authorized District employee only.] The Boys & Girls Clubs of Kern County's ("Contractor") employees, agents and volunteers will (1) have only limited contact, if any, with District students and the District will take appropriate steps to protect the safety of any students that may come in contact with the Contractor's employees so that the fingerprinting and criminal background investigation requirements of Education Code Section 45125.1 shall not apply to the Contractor for the Services under their Agreement; or (2) be under the immediate supervision and direction of certificated personnel of the District so that the fingerprinting and criminal background investigation requirements of Education Code Section 49024 shall not apply to the Contractor for the Services under this Agreement. As an authorized District official, I am familiar with the facts herein certified, and am authorized to execute this certificate on behalf of the District. (Education Code Section 45125.1 [c])

Date: _____

District Representative's Name and Title: _____

Signature: _____

The fingerprinting and criminal background investigation requirements of Education Code Section 49024 apply to the Contractor's Services under this Agreement and Contractor certifies its compliance with these provisions as follows:

The Contractor certifies that the Contractor has complied with the fingerprinting and criminal background investigation requirements of Education Code Section 49024 with respect to all the Contractor's volunteers, employees, subcontractors, agents, and subcontractors' employees or agents ("Contractor Parties") regardless of whether those Contractor Parties are paid or unpaid, concurrently employed by the District, or acting as independent contractor of the Contractor, who may have contact with District pupils in the course of providing Services pursuant to the Agreement, and the California Department of Justice AND the Federal Bureau of Investigation have determined that none of those Contractor Parties has been convicted of a felony, as that term is defined in Education Code Section 45122. A complete and accurate list of all Contractor Parties who may come in contact with District pupils during the course and scope of the Agreement is attached hereto.

I am an authorized representative of the Contractor entering into this Agreement with District and I am familiar with the facts herein certified, and am authorized and qualified to execute this certificate on behalf of the Contractor.

Date: _____

Name of Contractor or Company: Boys & Girls Clubs of Kern County

Signature: _____

Print Name and Title: Zane Smith, Executive Director

EXHIBIT "D"

TUBERCULOSIS CLEARANCE

The undersigned does hereby certify to the Governing Board of the District as follows:

I am a representative of the Boys & Girls Clubs of Kern County ("Contractor") currently entering into this Agreement with the District and I am familiar with the facts herein certified, and am authorized and qualified to execute this certificate on behalf of the Contractor.

The Contractor's responsibility for tuberculosis clearance extends to all of its employees, subcontractors, and employees of subcontractors coming into contact with District students regardless of whether they are designated as employees or acting as independent contractors of the Contractor.

The Contractor certifies that at least one of the following items applies to the Services that are the subject of the Agreement:

The Contractor has complied with the tuberculosis requirements of Education Code Section 49406.1 with respect to all Contractor's employees all of its subcontractor's employees who may have contact with District students in the course of providing Services pursuant to the Agreement, and the California Department of Justice has determined that none of those employees has active tuberculosis, as that term is defined in Education Code Section 45122.1. A complete and accurate list of the Contractor's employees and of all of its subcontractors' employees who may come in contact with District students during the course and scope of the Agreement is attached hereto; and/or

The Contractor's Services under the Agreement are to be provided at an unoccupied school site only and/or will not be done on any District property and no employee and/or subcontractor or supplier of any tier of Agreement shall come in contact with District students.

Date: _____

Name of Contractor or Company: Boys & Girls Clubs of Kern County

Signature: _____

Print Name and Title: Zane Smith, Executive Director

EXHIBIT "E"
FIELD TRIP CONSENT AND RELEASE FORM
Boys & Girls Clubs of Kern County
801 Niles Street
Bakersfield, California 93305

PARENT PERMISSION FORM FOR STUDENT TO PARTICIPATE IN FIELD TRIP,
WAIVER OF LIABILITY AND CONSENT FOR MEDICAL TREATMENT

Return this to <Your Child's Teacher>

I, _____ (Parent/Guardian of Student), by signing below agree to the following with respect to my daughter/son's, _____, ("Student") participation in the voluntary activity described in this Consent and Release Form.

Student has my consent to participate in the field trip described below and may participate in all activities associated with the field trip or school-related trip (hereinafter, "Field Trip").

1. Description of Field Trip: _____
2. Location: _____
3. Date/Time/Duration: _____

- A. Student and Parent/Guardian understand that Student's participation in the Field Trip is an honor and a privilege and that Student shall act responsibly and with self-control throughout the Field Trip's duration. Student and Parent/Guardian acknowledge that Student is a person of sufficient maturity to make reasonable decisions about his/her conduct, and Student shall accept full responsibility for such conduct while participating in this Field Trip.
- B. Student agrees to abide by the discipline code of the Boys & Girls Clubs while participating in the Field Trip, Commencing at the time of departure from school premises until Student returns to his/her home
 - i. A copy of the discipline code is attached to this Consent and Release Form.
 - ii. Student will stay within the designated geographic parameters throughout the Field Trip
- C. Student and Parent/Guardian understand and agree that if Student violated any of the rules set forth in the District's discipline code, it will be within the sole discretion of the Field Trip supervisor or other designated supervisor ("Supervisors") to take whatever disciplinary action is necessary, including immediate notification of Parent/Guardian, dismissal from the Field Trip, or any other discretionary action that may be deemed appropriate.
- D. Student and Parent/Guardian acknowledge that there are certain risks inherent in participating in field trips. Such risks may include, but are not limited to, accident, delay, injury, illness or damage to personal property. Student and Parent/Guardian further agree that Supervisors cannot ensure the safety of Student. Student and Parent/Guardian expressly assume these risks and agree that they will not hold the Supervisors, the Boys & Girls Clubs of Kern County (the "Club") or the District responsible if such events occur.
- E. Student and Parent/Guardian, as a condition of Student's participation in the Field Trip, hereby agree to indemnify and hold harmless and waive all claims or suits for damages or injury arising from Students participation in the Field Trip and liability against the Clubs and the Lakeside Union School District, and

their officers, agents, employees, and volunteers, for injury, accident, illness, or death occurring during or by reason of this Field Trip. Student and Parent/Guardian hereby waive all rights to hold Supervisors, the Club, and the Lakeside Union School District personally, individually, jointly or severally liable for any and all claims.

- F. In the event of an accident, injury and/or medical emergency, Supervisors are hereby authorized to consent to and obtain whatever emergency medical treatment, surgery or dental care is considered necessary from and in the best judgment of the attending physician, medical care facility, hospital, paramedic unit or other health care provider deemed appropriate by Supervisors in the circumstances. In the event it is impossible to receive instructions for Student's care, full authorization is given to any licensed physician and/or surgeon for the provisions of medical treatment, including the administration of drugs or medication, and the performance of surgical treatment for the relief of pain and/or the preservation of life and/or health and well-being. Student and Parent/Guardian understand that this authorization is given to provide Supervisors, the Club, and the Lakeside School District with the power to secure reasonable medical care under emergency circumstances. Medical costs incurred shall be the responsibility of the Student and Parent/Guardian.
- G. Student and Parent/Guardian agree to pay for such medical care whether or not the costs are insured by student or Parent/Guardian's health insurance. Student and Parent/Guardian understand that an attempt will be made to contact Parent/Guardian by telephone if possible, before such care is administered.

Phone Number(s) where parent(s)/guardian(s) can be reached _____

Name of Medical Insurance: _____ Emergency medical contact number(s): _____

Medication student is taking (if any): _____ Medication student should not take: _____

- H. The Club and the Lakeside Union School District does not provide insurance for accidental injuries to student.

I have read, understand, and voluntarily agree to all provisions stated above. I give my permission for my child to participate in the Field Trip described herein.

Parent/Guardian Name: _____

Parent/Guardian Signature: _____

Address: _____

Date: _____ Phone: _____

Suburu 2025 Summer Program June 2 - June 27 (100 Students)

Staffing Budget (19 School Days and 2 Days Training)

LOCATION	# OF EMPLOY.	Rate	Hours	Days	PST (1 hr for every 30 up to 24 hrs)	SUBTOTAL	PAYROLL TAX / INSUR.	TOTAL
AM Activity Leaders	5	18	5.5	21	\$2,160	\$12,555	\$3,060	\$15,615
PM Activity Leaders	5	18	5.5	21	\$2,160	\$12,555	\$3,060	\$15,615
AM Program Director	1	25	5	21	\$600	\$3,225	\$786	\$4,011
PM Program Director	1	25	5	21	\$600	\$3,225	\$786	\$4,011
Area Program Director	1	30	8	21	\$720	\$5,760	\$1,404	\$7,164
Supplies								\$10,000
<i>Subtotal</i>						<i>\$37,320</i>	<i>\$9,095</i>	<i>\$56,415</i>

Administrative	15% Administrative Costs	\$ 8,462
Total		\$64,877

<u>Program</u>	<u>Morning Team</u>	<u>Afternoon Team</u>
<u>Monday - Friday</u>	<u>7:00 a.m. - 12:00 p.m.</u>	<u>12:00 p.m. - 5:00 p.m.</u>



Estimate

OFFICE: 5909 NATHANIEL WAY, BAKERSFIELD, CA 93313
MAILING: PO BOX 21000, BAKERSFIELD, CA 93390
(661) 664-0177 PHONE ~ (661) 664-0277 FAX ~ LIC 624862

Date	Estimate #
2/17/2025	12352

Name/Address
 Lakeside Union School District 14535 Old River Road Bakersfield CA 93311

P.O. #	Rep
	TC

Item	Description	Qty	Rate	Total
	ERate Project 0023-24C.1 CPR004 Request- Suburu Pathway from Lounge to Building 809 7315 Harris Road, Bakersfield, CA 93313			
Labor	Provide and install (2) 2" conduit pathways from Lounge communications vault to outside building 809. Provide and install (1) Christy Box outside building 809. All trenching, backfill and concrete/asphalt is included. Any changes to Scope of Work may result in additional charges.	1.0	35,352.96	35,352.96
Material	PVC COND- 2" stick	34.0	20.79	706.86T
Material	PVC COND- 2" 90's with bell ends	8.0	7.23	57.84T
Material	PVC COND- PVC COND- 2" 45's with bell ends	6.0	6.72	40.32T
Material	OLDCASTLE- B24 Christy box	1.0	1,168.06	1,168.06T
Material	OLDCASTLE- Christy box lid for B24 "communications"	1.0	1,180.06	1,180.06T
Material	Asphalt/concrete materials	1.0	3,622.19	3,622.19T
Shipping	Shipping/Freight	1.0	93.75	93.75
Note	Items above are ineligible as contingency exhausted.		0.00	0.00

Customer Message:	Subtotal \$42,222.04
Advance Communications & Consulting, Inc. is a California-certified Small Business and is also certified as a Minority Owned Business Enterprise by the National Minority Supplier Development Council.	Sales Tax (8.25%) \$558.96
	Total \$42,781.00

Customer's Signature: <u>Kristyn McCardore</u>

OFFICE OF JOHN G. MENDIBURU
KERN COUNTY SUPERINTENDENT OF SCHOOLS
Advocates for Children

**KCSOS SERVICE PROVIDER AGREEMENT
(Professional Development)**

This Service Provider Agreement ("Agreement") is between THE KERN COUNTY SUPERINTENDENT OF SCHOOLS, a California public education agency ("Contractor"), and the party whose legal name and status are described in the signature block below ("Principal").

RECITALS

This Agreement is based on the following facts and understandings of the parties:

- A. County Superintendent is qualified and has recent successful experience providing professional development.
- B. The Kern County Superintendent of Schools (KCSOS) Instructional Services Division is uniquely positioned to support the scope of work outlined within this agreement. Through the relationships that have been established with our staff, our first-hand experience working within their unique community, and an extensive understanding of their student achievement data through the Kern Integrated Data System (KIDS), our county office of education is providing a customized professional learning experience for this LEA.
- C. Principal has requested mutually agreed upon professional development training.
- D. This Agreement is intended to be the written agreement between the parties related to the services and/or products to be provided during the referenced term.

TERMS

Based upon the Recitals and the promises exchanged by the parties in this Agreement, the parties agree as follows:

- 1. Scope of Services. The nature and scope of services under this Agreement are set forth in Attachment A and are incorporated by reference into this Agreement.
- 2. Term. The initial term of this Agreement shall begin effective 7/1/25 and shall end on 6/30/26. The parties may extend the Agreement beyond its initial term as mutually agreed in writing.
- 3. Price. Contractor shall provide all labor, equipment, materials, and supplies to furnish the services called for under this Agreement in exchange for payment in the amount of **\$16,585.60 (total flat fee)**. Contractor shall be paid for services satisfactorily rendered based upon invoices submitted no more frequently than monthly or **SUPERINTENDENT** is authorized to transfer the amounts for the services from **DISTRICT** Account Code:


The total amount payable to Contractor under this Agreement shall not exceed \$16,585.60.

- 4. Additional Provisions. The attached additional provisions are part of this Agreement and fully incorporated by reference.

PRINCIPAL

By _____
Entity Name: Lakeside School District
Entity Type: School District
Authorized Signatory Name: Ty Bryson, Superintendent
Address: 14535 Old River Rd. Bakersfield, CA 93311
Date: _____

**JOHN G. MENDIBURU, Ed. D.
KERN COUNTY SUPERINTENDENT OF SCHOOLS**

By  _____
Signatory Name: Michael Gumapac
Title: District Fiscal Analyst, Fiscal Support Services
Address: 1300 17th Street, Bakersfield, CA 93301
Account Code: 01-460-0000-0-8677.00-0000-2130-00-0470-000
Date: March 27, 2025

ADDITIONAL PROVISIONS OF THIS AGREEMENT

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

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

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

6. Insurance Requirements. Contractor shall obtain, pay for, and maintain in effect during the life of this Agreement the following policies issued by an insurance company rated not less than "A-;VII" in Best Insurance Rating Guide and admitted to transact insurance business in California: (1) commercial general liability (including contractual, products, and completed operations coverages, bodily injury, and property damage liability) with combined single limits not less than \$1,000,000 per occurrence and not less than \$2,000,000 in the aggregate; (2) commercial automobile liability for "any auto" with combined single limits not less than \$1,000,000 per occurrence; (3) professional liability (errors and omissions) with a limit of liability not less than \$1,000,000 per occurrence; and (4) workers' compensation insurance as required under state law.

Each policy shall contain an endorsement naming Principal as an additional insured insofar as this Agreement is concerned, and provide that written notice shall be given to Principal at least 30 days prior to cancellation or material change in the form of the policy or reduction in coverage. Nothing in this section concerning minimum insurance requirements shall reduce Contractor's liability or

obligations under the indemnification provisions of this Agreement.

The parties acknowledge that Contractor is permissibly self-insured under California law.

7. Status of Parties. The parties agree that in performing the services specified in this Agreement, Contractor shall act as an independent contractor. Except as specified in this Agreement, Contractor shall determine the means and methods for carrying out the work to achieve the result required by Principal. The parties shall be free to contract for similar services to be performed while under contract with each other. Contractor will not accept such engagements which interfere with performance under this Agreement. Contractor is not entitled to participate in any pension plan, insurance, bonus, or similar benefits Principal provides for its employees.

Any employees or assistants retained by Contractor shall be the responsibility of Contractor and not of Principal. Contractor shall determine the hours during which the services shall be performed and the sequence of tasks.

8. Termination. One party may terminate this Agreement prior to its expiration as follows:

A. If the other party fails to comply with any insurance or indemnification requirements of this Agreement.

B. If the other party commits a material breach of this Agreement and fails to cure the breach within 30 days after written demand.

C. Without cause, on 60 days' written notice, in which case Contractor shall be paid for all services rendered up until the effective date of the notice of termination.

9. Miscellaneous Provisions.

A. Entire Agreement. This Agreement, including any exhibits or schedules to which it refers, constitutes the final, complete, and exclusive statement of the terms of agreement between the parties pertaining to the subject matter of the Agreement. It supersedes all prior and contemporaneous understandings or agreements of the parties. No party has been induced to enter into this Agreement by, nor is any party relying on, any representation or warranty outside those expressly set forth in this Agreement.

B. Amendment. The provisions of this Agreement may be modified only by mutual agreement of the parties. No modification shall be binding unless it is in writing and signed by the party against whom enforcement of the modification is sought.

C. Waiver. Any of the terms or conditions of this Agreement may be waived at any time by the party entitled to the benefit of the term or condition, but no such waiver

shall affect or impair the right of the waiving party to require observance, performance, or satisfaction either of that term or condition as it applies on a subsequent occasion or any other term or condition of this Agreement.

D. Assignment. Neither party may assign any rights or benefits or delegate any duties under this Agreement without the written consent of the other party. Any purported assignment without written consent shall be void.

E. Parties in Interest. Nothing in this Agreement, whether express or implied, is intended to confer any rights or remedies under or by reason of this Agreement on any person other than the parties to it and their respective successors and assigns, nor is anything in this Agreement intended to relieve or discharge the obligation or liability of any third person to any party to this Agreement, nor shall any provision give any third person any right of subrogation or action against any party to this Agreement.

F. Severability. If any provision of this Agreement is held by an arbitrator or court of competent jurisdiction to be invalid or unenforceable, the remainder of the Agreement shall continue in full force and effect and shall in no way be impaired or invalidated.

G. Governing Law. The rights and obligations of the parties and the interpretation and performance of this Agreement shall be governed by the laws of California, excluding any statute which directs application of the laws of another jurisdiction.

H. Notices. Any notice under this Agreement shall be in writing, and any written notice or other document shall be deemed to have been duly given on the date of personal service on the parties or on the second business day after mailing if the document is mailed by registered or certified mail, addressed to the parties at the addresses listed on the signature page, or at the most recent address specified by the addressee through written notice under this

provision. Failure to conform to the requirement that mailings be registered or certified shall not defeat the effectiveness of notice actually received by the addressee.

I. Authority to Enter into Agreement. Each party to this Agreement represents and warrants that it has the full power and authority to enter into this Agreement and to carry out the transactions contemplated by it, and has taken all action necessary to authorize the execution, delivery, and performance of the Agreement.

J. Conflict of Interest. The parties to this Agreement have read and are aware of the provisions of Section 1090 and following and 87100 and following of the California Government Code relating to conflict of interest of public officers and employees. Each party represents that it is aware of no financial or economic interest of any officer or employee of Contractor relating to this Agreement.

K. Nondiscrimination. Neither party, nor any officer, agent, employee, or subcontractor of a party, shall discriminate in the treatment or employment of any individual or groups of individuals on any ground prohibited by law, nor shall any of them harass any person in the course of performing this Agreement based on gender or any other basis prohibited by applicable law.

L. Counterparts. This Agreement may be executed in any number of counterparts with the same effect as if the parties had all signed the same document. All counterparts shall be construed together and shall constitute one agreement.

M. Pupil Safety Requirements. Contractor certifies that neither Contractor nor any of its employees or subcontractors who may come in contact with pupils has been convicted of a felony as defined in Education Code Section 45122.1.

**ATTACHMENT A
SCOPE OF SERVICES
KCSOS SERVICE PROVIDER AGREEMENT
(Professional Development)**

Dates of Service:

12 days for the 25-26 school year (8 Full days and 4 Half Days)

Scope of Work:

-Math Professional Learning centered around:

- Concrete-Representational-Abstract (CRA) Model
- Ongoing Support Cycle
- o Professional Development, including on-site coaching, modeling, and feedback throughout the year

Fees per day:

\$1,500 per full day x 8 full days = \$12,000

\$1,000 per half day x 4 half days = \$4,000

Additional Fees:

Mileage: 408 miles x \$.70 rate = \$285.60

Materials: \$300

Total Contract Amount: \$16,585.60

ATTACHMENT B
KCSOS SERVICE PROVIDER AGREEMENT
()

AVID Center



Products and Services Quote/Order

Quote/Order #: Q-90687
Client: Lakeside Union School District
Address: 14535 Old River Rd
Bakersfield, CA 93311

AVID Center Representative: Marlene Magallon
Phone:
Email: mmagallon@avid.org

Effective Date: July 01, 2025

Expiration Date: June 30, 2026

Lakeside School				
QTY	PRODUCT NAME	UNIT PRICE	DISCOUNT	EXTENDED PRICE
1	AVID Membership Fees Secondary	\$4,599.00	\$0.00	\$4,599.00
1	AVID Weekly Secondary	\$710.00	\$0.00	\$710.00
1	AVID Ignite	\$925.00	\$75.00	\$850.00
Lakeside School SUBTOTAL:				\$6,159.00

TOTAL: \$6,159.00

plus all applicable taxes

Additional Comments:

N/A

This AVID Center Products and Services Quote/Order is a Subsequent Quote/Order as defined in the General Terms and Conditions previously agreed to by AVID Center and the "Client" identified above ("Ts&Cs"). This Quote/Order and any exhibits or attachments hereto, together with the Ts&Cs (including the definitions of terms set forth at <https://www.avid.org/Page/3290> or another location on AVID Center's website designated by AVID Center), supersedes all previous Quote/Orders and constitutes a binding agreement between AVID Center and Client with respect to the AVID Products and Services specified above. Certain AVID Products and Services may be cancelled by Client as set forth in AVID Center's Rest Assured Policy at <https://www.avid.org/rest-assured-policy>.

AVID Center is committed to assisting Client with a successful implementation. Additional information regarding professional learning registrations is listed below:

- Newly implementing AVID sites are best supported by a core site team of educators – at least 8 for AVID Secondary or 4 for AVID Elementary. In the initial year of implementation, Client agrees to enroll participants into AVID Summer Institute ("SI") equal to the minimum core site team described herein, unless AVID Center agrees otherwise on this Quote/Order. If other professional learning events are taken instead of SI, prices will be adjusted accordingly upon completion of the training event.
- For each existing site in year 2 and beyond of AVID implementation, Client agrees to enroll one (1) participant into AVID Ignite, unless Client notifies otherwise. If a participant is not enrolled or a registrant does not attend, Client will receive a voucher to be used for AVID Ignite in the following summer after payment has been received.

Client will be invoiced for the greater of the number of participants from a site registered for the event or committed to on this Quote/Order. No payment is due at the time of execution of this Quote/Order, notwithstanding anything to the contrary in the General Terms and Conditions. At the time of invoicing, AVID Center will verify registration fees for each site listed on this Quote/Order and any registrations which have been previously paid will be removed from the invoice. Payment will be due within thirty (30) days following receipt of AVID Center's invoice related to this Quote/Order. Each party has caused this Quote/Order to be signed by its duly authorized representative. The terms of this Quote/Order will control in the event of a conflict with any terms or conditions set forth in any purchase order or other document or communication from Client and any such terms and conditions are hereby rejected by AVID Center and of no effect.

AVID Center,
a California Non-Profit Corporation 501(c)(3)

Lakeside Union School District

Sign: _____
Print _____
Name: _____

Title: _____

Date: _____

Email: contracts@avid.org

Sign: _____
Print _____
Name: _____

Title: _____

Date: _____

Email: _____

AVID Center
9797 Aero Drive, Suite 100
San Diego, CA 92123
Employer ID # 33-0522594

LEA Medi-Cal Direct Billing Program OptiServices Contract

This Agreement is made this 1st day of July, 2025, between MEDICAL BILLING TECHNOLOGIES, INC, hereinafter called "MBT" and LAKESIDE UNION SCHOOL DISTRICT, hereinafter called "CLIENT". This Agreement states the terms and conditions under which MBT will provide services on behalf of CLIENT under the Local Education Agencies (LEA) Medi-Cal Billing Option Program.

1. **MBT Responsibilities:** MBT shall provide the following services to CLIENT:
 - a. If not already completed, MBT will assist CLIENT in completing its application with the Department of Health Care Services (DHCS) to become a Medi-Cal provider, and track progress of enrollment to activation.
 - b. Work with CLIENT's designated LEA Coordinator.
 - c. Complete analysis of CLIENT's LEA Medi-Cal Billing Option Program and conduct annual strategic planning, assisting CLIENT to incorporate best practices to optimize reimbursement opportunities.
 - d. Provide recommended billing tools and access to online claims entry application for submission of LEA Medi-Cal claims.
 - e. Upon commencement of services, and monthly thereafter, submit CLIENT's student enrollment data to Medi-Cal for purposes of Medi-Cal's determination whether the student is eligible for Medi-Cal, and provide CLIENT the results of Medi-Cal's eligibility determination.
 - f. Provide access to quarterly reports to inform CLIENT of status of achievement of strategic plan.
 - g. Provide guidance in the development of orders, referrals, prescriptions (ORP) documentation.
 - h. Provide practitioner LEA billing training and training materials to enable CLIENT personnel and contractors to successfully complete documentation necessary for submission of LEA Medi-Cal Billing Option Program claims. In providing such training MBT does not provide legal advice but relies on guidelines published by DHCS. MBT is not responsible for any change in DHCS guidelines, changes in State or Federal laws, rules, or regulations, or any change in DHCS interpretation of State or Federal laws, rules, or regulations or its own guidelines.
 - i. As directed by CLIENT, MBT will submit CLIENT's LEA Medi-Cal Billing Option Program billing via electronic transmission within forty-five (45) business days of receipt of all necessary data from CLIENT, properly completed and certified by CLIENT.
 - j. Track and follow up with practitioners to assure claims are submitted in a timely manner in order to optimize reimbursements.
 - k. Provide assistance to CLIENT in the event of a DHCS audit. The form of such assistance shall be solely at the discretion of MBT.
 - l. Comply with federal Family Educational Rights and Privacy Act (FERPA) regulations. Standards for electronic submissions and firewalls have been instituted to block entry into the MBT server and protect against internet attacks. The MBT network server is contained in a secure data center; all unused confidential information is shredded. All MBT staff are trained in HIPAA/FERPA regulations and are required to sign a statement of confidentiality. Student information sent from MBT to CLIENT will be encrypted and password protected.
 - m. At CLIENT's request, MBT will provide electronic submission of Doctor Orders, Referrals, and Prescriptions (ORP) to CLIENT's contracted Physician/Licensed Provider.
 - n. At CLIENT's request, MBT will provide Cost Reimbursement Comparison Schedule (CRCS) completion services to CLIENT in compliance with current program regulations. CLIENT shall be responsible for providing necessary fiscal reports to MBT upon request and in a timely manner, according to instructions developed by MBT.
 - o. Grant CLIENT a non-exclusive, non-transferable, worldwide right to use the HOSTED SERVICE (defined herein as MBT's online service accessed at a web site or IP address designated by MBT) as more fully set forth in Section 3 herein.
2. **Client Responsibilities:** CLIENT shall do and perform each of the following:
 - a. Register and become an authorized LEA Medi-Cal provider under the rules of the Department of Health Care Services (DHCS).
 - b. Designate an LEA Program Coordinator.

- c. Provide to MBT on a quarterly basis, and more often if requested by MBT, complete district enrollment data which shall include the students' names, birth dates and gender for purposes of verifying Medi-Cal eligibility with DHCS, and all information required to bill for CLIENT any LEA Medi-Cal or other health covered student, including but not limited to a complete list of students with IEPs in place, a complete list of students with Individual Health Service plans in place, and a list of students CLIENT has determined qualify for specialized medical transportation through the LEA Medi-Cal Billing Option Program.
 - d. Determine whether the services provided to students are eligible for reimbursement through the LEA Medi-Cal Billing Option Program and so advise MBT.
 - e. Fully and accurately complete and submit billing using MBT's OptiClaim software or electronic upload. Billing forms must include student name, date of birth, date of service, service provided, length of service (when applicable) location of the service, and the practitioner's name.
 - f. Maintain all LEA Medi-Cal Billing Option Program billing documentation as required by State and Federal laws, rules, and regulations for audit purposes and for such period of time as required by State and Federal laws, rules, and regulations.
 - g. Provide access by MBT staff to CLIENT'S practitioners and ensure reasonable availability of practitioners for follow up activities.
 - h. Assure CLIENT administration support of practitioner participation in the LEA Medi-Cal Billing Option Program and encourage and emphasize the importance of practitioner involvement in such Program.
 - i. Comply with all rules and regulations of DHCS and other applicable government agencies pertaining to providing services, recordkeeping, and retention for the LEA Medi-Cal Billing Option Program.
 - j. If MBT is providing Prescription, Referral and Doctor Order (ORP) processing services, CLIENT shall provide all necessary information to MBT in order to electronically submit the ORP to CLIENT's contracted Physician/Licensed Provider for review.
 - k. If MBT is providing CRCS completion services to CLIENT, CLIENT shall provide all necessary documents and records to MBT necessary to complete the CRCS within 60 days of MBT's request each year.
 - l. If MBT is providing Medi-Cal Administrative Activities (MAA) quarterly invoicing services to CLIENT, CLIENT shall provide all necessary documents and records to MBT necessary to complete the MAA invoice within 60 days of MBT's request. Such documents and records shall be provided to MBT in a format consistent with MBT's systems requirements.
 - m. Execute such other and further documents, including the annual report, as may be required by DHCS in order to carry out the purpose of this Agreement.
 - n. CLIENT is responsible for all activity occurring under CLIENT user accounts in the HOSTED SERVICE and will abide by all applicable laws, treaties and regulations in connections with its use of the HOSTED SERVICE.
3. **HOSTED SERVICE License Grant & Restrictions:** MBT hereby grants CLIENT a non-exclusive, non-transferable worldwide right to use the HOSTED SERVICE, solely for CLIENT's own internal business purposes, subject to the terms and conditions set forth in this Agreement.
- a. **CLIENT agrees not to:** (i) license, sublicense, sell, resell, transfer, assign, distribute or otherwise make available to any third party the HOSTED SERVICE; (ii) modify or make derivative works based upon the HOSTED SERVICE; or (iii) reverse engineer the HOSTED SERVICE.
 - b. **CLIENT will not:** (i) knowingly send or store infringing, obscene, libelous or otherwise unlawful or tortious material to the HOSTED SERVICE; (ii) knowingly send or store material containing viruses, worms, Trojan horses or other harmful computer code, files or programs to or from the HOSTED SERVICE; (iii) knowingly interfere with or disrupt the integrity or performance of the HOSTED SERVICE; (iv) attempt to gain unauthorized access to the HOSTED SERVICE or its systems or networks; or (v) use the HOSTED SERVICE in violation of applicable law.
 - c. **CLIENT DATA (defined herein as any data, information, or material provided by CLIENT to the HOSTED SERVICES):** MBT does not own any CLIENT DATA. CLIENT DATA is CLIENT's

proprietary and confidential information and will not be accessed, used or disclosed by MBT except as set forth in this Agreement, and except for the limited purpose of supporting CLIENT's use of the HOSTED SERVICE. CLIENT has sole responsibility for the accuracy, legality, reliability, and intellectual property ownership to use the CLIENT DATA.

- i. **Transmission of CLIENT DATA:** Client shall transfer CLIENT DATA to MBT by use of a secure server through the MBT website, or through CLIENT's secure server. CLIENT shall not email CLIENT DATA to MBT. MBT shall not be liable or responsible for any breach of CLIENT DATA sent via an unsecured serve.
 - d. **Intellectual Property Ownership:** MBT owns all right, title and interest, including all related INTELLECTUAL PROPERTY RIGHTS (defined herein as patent rights, design rights, copyrights, trademarks, service marks, trade names, domain name rights, mask work rights, know-how and trade secret rights, and all other intellectual property rights, derivations thereof as well as other forms of protection of a similar nature), in and to the MBT TECHNOLOGY (defined herein as all MBT proprietary technology made available to CLIENT in providing the HOSTED SERVICE), CONTENT (defined herein as the information, documents, software, products, and services made available to CLIENT), and the HOSTED SERVICE. This Agreement is not a sale and does not convey any rights of ownership in the HOSTED SERVICE.
4. **Payment:** CLIENT shall pay to MBT Eight percent (8%) of the final reimbursement amount calculated on the CLIENT's Cost Reimbursement Comparison Schedule (CRCS) as a Service Fee. (the "Service Fee"). MBT shall be paid the Service Fee in two installments as follows:
- a. Deposit: MBT will invoice \$5,000 due at the start of the school year.
 - a. Final Payment: The remaining balance of the Service Fee will be calculated upon submission of each school year's CRCS. MBT will invoice CLIENT the total Service Fee, minus the Deposit.

DHCS Adjustments: MBT agrees that to the extent the amount of a School Year's total Reimbursement amount approved by DHCS varies from the CRCS in its final reconciliation report (an "Adjustment"), MBT and Client agree to adjust the total Service Fee according to the original Service Fee percentage. For clarity, the *maximum* amount MBT will refund to Client for a given School Year pursuant to this paragraph is the amount of the Final Payment portion for that School Year. All other fees pertaining to that School Year under this Agreement (i.e. the Deposit, Additional Fees, convenience fees, and late fees) are not subject to refund. Notwithstanding the foregoing provisions of this paragraph, MBT will have no obligation to refund to Client any amount pursuant to this paragraph if: (i) Client failed to retain all supporting documentation requested by DHCS pertaining to the claims under review for the subject School Year, even if such documentation was not required or requested by MBT at time the claims were initially submitted to DHCS for reimbursement, or (ii) Client fails to immediately notify MBT in writing of the DHCS review or audit and promptly share with MBT all related DHCS correspondence as it received by Client. For purposes of calculating an Adjustment, the Parties will only use the applicable School Year and its associated Service Fees, which expressly excludes all other fees of any kind under this Agreement, including without limitation, Additional Fees, convenience fees, or late fees.

Additional Fees: In addition to the Service Fee stated above, Client may request one or more of the additional services listed in subsections (a)-(c) of this Section, below, and pay the corresponding fees for each such additional service ("Additional Fees"), as follows:

- a. **Occupational Therapy Prescriptions, Physical Therapy Prescriptions, Mental Health Referrals, Doctors Orders (hereinafter collectively "ORP") and Speech Protocols:**

At CLIENT's request, MBT will electronically process any necessary ORP for any Occupational Therapy services, Physical Therapy services, Mental Health services and Nursing services that the CLIENT provides to students.

CLIENT will pay MBT \$25.00 for each ORP processed by CLIENT's contracted Physician/Licensed Provider, whether the Physician/Licensed Provider approves the ORP or not.

At CLIENT's request, MBT will process a referral for a physician signed speech protocol in compliance with current program regulations. CLIENT will pay MBT \$500.00 for each speech protocol processed by CLIENT's contracted Physician, whether the physician approves the protocol or not.

Rate schedules are subject to change upon thirty (30) days written notice to CLIENT. CLIENT may withdraw its request for MBT to process ORP's and physician signed speech protocols without affecting the other terms of this contract.

b. SMAA Invoicing Services

If CLIENT elects to have MBT provide SMAA invoicing services to CLIENT, CLIENT shall pay to MBT \$25.00 per quarter per participant included on each invoice, but not less than \$250.00 per quarter and not more than \$7,000.00 per quarter for the completion of each SMAA invoice.

If, for any reason a previously completed SMAA invoice needs to be recalculated, CLIENT agrees to pay MBT a flat fee of \$150 per SMAA invoice recalculation. No fee will be charged where the recalculation is due to an error on the part of MBT.

If, for any reason the CLIENT decides to no longer participate in the SMAA Program or does not follow through and complete the SMAA process, CLIENT agrees to pay MBT a minimum fee of \$500 for the year.

c. Changes After Submission of Billing:

If CLIENT or CLIENT's providers request changes after MBT's **initial** submission of LEA Medi-Cal Billing Option Program billings, at CLIENT's request MBT shall prepare and submit the Claims Inquiry Form ("CIF") to DHCS to process such change. Because submission of the CIF is labor-intensive, CLIENT shall pay to MBT Ten Dollars (\$10.00) per claim submitted. No fee will be charged where the change requested is due to an error on the part of MBT.

5. **Late Fees:** CLIENT agrees to pay all sums due MBT under this contract within 30 calendar days of receipt of an invoice for services from MBT.

CLIENT will incur a late fee of one and one-half percent (1.5%) per month on amounts unpaid for more than sixty (60) days past the date of invoice.

CLIENT shall, upon request, provide to MBT a copy of all documents and checks received from DHCS evidencing all sums received as a result of the services of MBT. CLIENT shall make all such records available to MBT at reasonable times. MBT shall have the right to audit the records of CLIENT pertaining to LEA Medi-Cal billing.

6. **Document Management:** MBT shall retain in electronic form copies of all LEA Medi-Cal Billing Option bills submitted for CLIENT for a period of five (5) years after the date of submission or such other period as required by law. MBT, upon request, will provide to CLIENT printed copies of such bills. MBT, upon request, shall return to CLIENT all billing forms and other documents provided to MBT for billing purposes. CLIENT shall reimburse MBT for the cost of all containers and for the cost of packing and shipping such documents and records. CLIENT shall retain all such documents and records for at least five (5) years from the date of service or such other duration as may be required by State and Federal laws, rules, and regulations.
7. **Confidentiality Agreement:** All statistical, financial, student and other data relating to the LEA Medi-Cal Billing Option Program billing and the identity of Medi-Cal eligible students shall be held in

strict confidence by the parties hereto. The foregoing obligation does not apply to any data that has become publicly available or that is not required to be kept confidential.

The data provided to MBT by the CLIENT will be used for the sole purpose of performing billing for the LEA Medi-Cal Billing Option Program. MBT is responsible to abide by The Health Insurance Portability and Accountability Act (HIPAA) and The Family Educational Rights and Privacy Act (FERPA) and will not share the CLIENT's data with third-party entities except as permitted and required for the LEA Medi-Cal Billing Option Program.

8. **Insurance:** MBT shall, at MBT's expense, obtain and keep in force during the term of this Agreement a policy of Professional Liability for Professional Services Error in the amount of Two Million Dollars (\$2,000,000.00).

9. **Mutual Indemnification and Limitation of Liability:**

- a. CLIENT will indemnify, defend, and hold MBT, and each such party's affiliates, officers, directors, employees, attorneys and agents harmless from and against any and all claims, costs, damages, losses, liabilities and expenses arising out of or in connection with: (i) a claim by a third party alleging that use of the CLIENT DATA infringes the INTELLECTUAL PROPERTY RIGHTS of a third party; provided in any such case that MBT (a) promptly gives CLIENT written notice of the claim; (b) gives CLIENT sole control of the defense and settlement of the claim; and (c) provides CLIENT all available information and assistance.
- b. MBT will indemnify, defend and hold CLIENT and CLIENT affiliates, officers, directors, employees, attorneys and agents harmless from and against any and all claims, costs, damages, losses, liabilities and expenses arising out of or in connection with: (i) any breach of confidentiality of CLIENT DATA due to the negligence of MBT or its employees or agents, and (ii) a claim by a third party alleging that the HOSTED SERVICE directly infringes an INTELLECTUAL PROPERTY RIGHT of a third party; provided that CLIENT (a) promptly gives written notice of the claim to MBT; (b) gives MBT sole control of the defense and settlement of the claim; and (c) provides MBT all available information and assistance. MBT's aggregate liability under this subsection (b) of Section 9 is limited to the coverage actually afforded by MBT's insurance policy referred to in Section 8 of this Agreement.
- c. MBT will use due care in processing the work of the CLIENT based on CLIENT's submission of billing information and CLIENT's determination of eligibility for reimbursement by the LEA Medi-Cal Billing Option Program. MBT will be responsible for correcting any errors which are due to the machines, operators, or programmers of MBT. Such errors shall be corrected at no additional charge to CLIENT. MBT does not guarantee State or Federal approval of billings submitted, and MBT shall not be liable or responsible to CLIENT for DHCS interpretation of State and Federal laws, rules, and regulations, or for changes to State and Federal laws, rules, and regulations, or for claims that are questioned or denied by DHCS or any other State or Federal governmental agency. MBT shall have no liability for CLIENT's inability to provide proper source documentation, including but not limited to Provider records, IEPs, Health Service Plans, and other supporting documentation, to DHCS or any other State or Federal governmental agency.
- d. Except as specifically set forth in Section 9, subsection (b) of this Agreement, in no event shall MBT's liability for any and all claims against MBT under this Agreement, in contract, tort, or otherwise, exceed the total amount of the fees paid by CLIENT to MBT during the contract term in issue, and MBT shall not be liable under any circumstances for any special, consequential, incidental, punitive, or exemplary damages arising out of or in any way connected with this Agreement.

10. **Contract Duration and Termination:** The term of this Agreement shall commence upon execution of this contract and continue for a period of three (3) school years, through June 30, 2028 ("Termination Date"). On or before March 30 of each school year either party may terminate this Agreement for the

upcoming school year by written notice to the other party. CLIENT's access to MBT's OptiClaim software shall cease upon termination or nonrenewal of this Agreement except as specifically set forth herein.

This Agreement may be terminated at any time upon mutual agreement of the parties. In addition, the Agreement shall automatically terminate if CLIENT's participation in the LEA Medi-Cal Billing Program terminates.

Additionally, any breach of CLIENT's payment obligations or unauthorized use of HOSTED SERVICES will be deemed a material breach of this Agreement. MBT may terminate the Agreement, CLIENT account, or CLIENT's use of the HOSTED SERVICE if CLIENT commits a material breach of this Agreement or otherwise fails to comply with this Agreement, and such breach has not been cured within ten (10) days after notice of such breach.

In the event of termination prior to the completion of any school year, MBT shall not be required to provide CRCS completion services to CLIENT for the school year in progress.

11. **Submittals after Termination:** MBT shall, for a period of up to six months after the end of the school year in progress on the date of termination, continue to accept submittals from CLIENT for services provided by CLIENT through the end of the school year in progress on the date of termination, and shall submit billings for such services provided by CLIENT to DHCS for reimbursement. During the period set forth herein CLIENT shall have continued access to MBT's OptiClaim software. MBT shall continue to submit invoices to CLIENT for such billings per the payment schedule set forth in Section 4 above. Any submittals received by MBT from CLIENT for services provided in the school year following the date of termination shall be returned to CLIENT and shall not be processed by MBT for reimbursement.

12. **Notices:** Notices affecting contract terms between the parties shall be in writing and shall be deemed given when (i) personally delivered to the party to whom it is directed; or (ii) five (5) days after deposit in the United States mail, postage prepaid, return receipt requested, addressed to:

MBT

Medical Billing Technologies, Inc.
Attn: Reid Stephens, President
P.O. Box 709
Visalia, CA 93279
rmstephens@mbt4schools.com

CLIENT

Lakeside Union School District
Attn: Business Office
14535 Old River Rd
Bakersfield, CA 93311

13. **Copyrights:** CLIENT acknowledges and agrees that all manuals and forms ("MBT Documents") provided to CLIENT by MBT shall remain the property of MBT and shall not be duplicated, copied in any manner and access to MBT Documents shall be restricted to employees of CLIENT who need to use MBT Documents in order to satisfy CLIENT'S obligations under this Agreement, without the prior written consent of MBT. All computer programs and materials, including, but not limited to, electronic devices, and the information contained therein are, and shall remain, the property of MBT.

14. **Other Documents:** The parties hereto agree to execute such other and further documents as may be necessary or required by the DHCS to authorize MBT to perform billing services on behalf of CLIENT.

15. **Representations:** Each party represents and warrants that it has the legal power and authority to enter into this Agreement.

16. **Entire Agreement:** This Agreement supersedes any and all other agreements, either oral or in writing, between the parties with respect to MBT providing LEA Medi-Cal billing services to CLIENT and contains all of the covenants and agreements between the parties with respect to such billing services. Each party to this Agreement acknowledges that no representations, inducements, promises, or agreements, orally or otherwise, have been made by any party, or anyone acting on behalf of any party,

which are not embodied herein, and that no other agreement, statement, or promise with respect to MBT billing services not contained in this Agreement shall be valid or binding.

17. **Modification:** This Agreement may be amended or modified at any time with respect to any provision by a written instrument executed by all parties.
18. **Law Governing Agreement:** This Agreement shall be governed by and construed in accordance with the laws of the State of California.
19. **Mediation and Arbitration:** Any dispute arising under this Agreement shall first be addressed through mediation. If a dispute arises, either party may demand mediation by filing a written demand with the other party. If the parties cannot agree upon a neutral mediator, each party, within twenty (20) days after the parties fail to agree on one mediator, at its own cost shall appoint one mediator and those mediators shall select an impartial mediator to conduct the mediation. The parties shall equally share the cost of the mediator conducting the mediation.

If the parties are unable to resolve any dispute through mediation as set forth herein, or if any party fails to respond to a demand for mediation, all questions and disputes with respect to the rights and obligations of the parties arising under the terms of this Agreement shall be resolved by binding arbitration. Any party may demand arbitration by filing a written demand with the other party. If the parties cannot agree on one arbitrator, each of the parties, within twenty (20) days after the parties fail to agree on one arbitrator, at its own cost, shall appoint one arbitrator and those arbitrators shall select an impartial arbitrator to conduct the arbitration. Should a party refuse or neglect to join in the arbitrator or to furnish the arbitrator with any papers or information demanded, the arbitrator may proceed ex parte.

A hearing on the matter to be arbitrated shall take place before the arbitrator in the County where CLIENT is located, State of California. The arbitrator shall select the time and place promptly and shall give each party written notice of the time and place at least ninety (90) days before the date selected. The parties shall be entitled to conduct discovery by agreement or by order of the arbitrator. Each party may present any relevant evidence at the hearing. The formal rules of evidence applicable to judicial proceedings shall not govern. Evidence shall be admitted or excluded in the sole discretion of the arbitrator. The arbitrator shall hear and determine the matter and shall execute and acknowledge the award in writing and cause a copy of the writing to be delivered to each of the parties.

The parties shall share equally the expense of arbitration, and each party shall bear its own attorney fees and costs incurred in connection with the arbitration.

The arbitrator's decision shall be binding and conclusive on the parties. A judgment confirming the award may be given by any Superior Court having jurisdiction.

Signatures on Next Page

LAKESIDE UNION SCHOOL DISTRICT

Authorized Signature

Date

Printed Name

Printed Title

MEDICAL BILLING TECHNOLOGIES, INC.

Reid Stephens

Reid Stephens, President

01/13/2025

Date

INDEPENDENT EDUCATIONAL EVALUATOR AGREEMENT BETWEEN
LAKESIDE UNION SCHOOL DISTRICT
AND
LEARNING DYNAMICS, INC.

This Consultant Agreement ("Agreement") is between Lakeside Union School District ("Lakeside") and Learning Dynamics/Nicole Brown, Psy.D., MPA ("Learning Dynamics").

RECITALS

- A. Lakeside operates special education programs to provide services to eligible Lakeside students.
- B. Lakeside is offering an Independent Educational Evaluation ("IEE") to Student, Andrew Sitton ("Student").
- C. Learning Dynamics conducts educational evaluations and has agreed to provide an IEE for Student.
- D. The purpose of this Agreement is to delineate the functions and responsibilities of Lakeside and Learning Dynamics when Dr. Brown conducts the IEE for Student.

TERMS

By their authorized signatures below, the parties mutually agree as follows:

1. Consultant Services. Learning Dynamics agrees to conduct a Psychoeducational Assessment IEE for Student. Learning Dynamics will conduct the IEE in accordance with the Individuals with Disabilities Education Act ("IDEA") and state law requirements, prepare a written report of her findings, provide Lakeside with a copy of her report at least five (5) business days prior to Student's Individualized Educational Program ("IEP") meeting, and present her report to Student's IEP team at his meeting.
2. Agency Criteria.
 - 2.1. Learning Dynamics represents and agrees that she is currently a licensed Psychologist and licensed to perform Psychoeducational Assessments.
 - 2.2. Since this IEE Assessment is at public expense, the criteria under which the evaluation is obtained, including the location of the evaluation and the qualifications of the examiner, must be the same as the criteria that Lakeside uses (under the Kern County Consortium SELPA Plan) when it initiates an evaluation, to the extent those criteria are consistent with the parents' rights to an IEE.

- 2.3. Lakeside follows the attached legal requirements when performing an assessment. (See Exhibit A, Kern County Consortium SELPA IEE Guidelines.)
 - 2.4. Learning Dynamics agrees that any observation methodologies, assessment tools, tests or other diagnostic methodologies utilized in conducting the Psychoeducational IEE Assessment of Student must be up to date.
 - 2.5. Learning Dynamics agrees that all observations will be in person.
3. Payment. Learning Dynamics agrees to undertake the IEE, including all related expenses (travel, observations and assessments, preparing a report, providing a copy of the report to Parents and Lakeside, and presenting the report to the IEP team via telephone), for a rate not to exceed a total of \$5150
 - 3.1. All payments will be based on an invoice or invoices submitted to Lakeside.
 - 3.2. Learning Dynamics will invoice Lakeside upon completion of services, including report presentation at a 504 or IEP meeting. Lakeside will render payment within thirty (30) days of receipt of Learning Dynamics's invoice.
 - 3.3. Should Lakeside require Learning Dynamics's attendance at or participation in a second or continued IEP meeting or hearing, the cost therefore will be billed on a separate, additional invoice outside of the agreed-upon contracted fee.
4. Term. The term of this Agreement begins on the date that this Agreement is signed by Learning Dynamics and Lakeside's authorized representative and will end after Learning Dynamics presents her report at the IEP meeting for Student and shall not continue past June 30, 2025. Extension or renewal requires the approval of Lakeside's authorized representative. Compensation will not be increased upon extension of the Agreement without the approval of Lakeside's authorized representative.
5. Time for Performance. All services required to be performed by Learning Dynamics will be completed by June 30, 2025.
6. Records. Learning Dynamics will maintain full and accurate records in connection with this Agreement for a period of at least five (5) years. Upon completion, a copy of Learning Dynamics's written report will be provided to Lakeside for Lakeside's use.
7. Status of Contractor. Lakeside and Learning Dynamics agree that in performing the services specified in this Agreement, Learning Dynamics shall act as an independent contractor and shall have control of all work and the manner in which it is performed. Learning Dynamics shall be free to contract for similar services to be performed for other employers while under contract with Lakeside. Learning Dynamics will not accept any engagements which interfere with performance under this Agreement. Learning Dynamics is not entitled to participate in any pension plan, insurance, bonus, or similar benefits Lakeside may provide for its employees.
 - 7.1. It is further agreed that Learning Dynamics shall:

- 7.1.1. Be responsible for setting her own work schedule and work hours.
- 7.1.2. Provide her own supplies, tools, or instruments used for the IEE.
- 7.1.3. Work from her home, office, or business establishment and not from a set location at any Lakeside site; and
- 7.1.4. Abide by any and all factors affecting independent contractor status.
8. Hold Harmless. Learning Dynamics shall hold Lakeside, its officers, agents, and employees harmless from all suits, claims, and liabilities resulting from negligent acts or omissions of Learning Dynamics, its officers, agents, or employees, if any, in connection with this Agreement.
9. Compliance with Laws. Learning Dynamics shall comply with all applicable federal, state, and local laws, rules, regulations, and ordinances involving employees, if any, including workers' compensation and tax laws.
10. Modification or Assignment. This Agreement may not be assigned by either party without the express written consent of the other. No modification shall be effective unless approved, in writing, by each party or their authorized agent.
11. Notices. Any notice under this Agreement shall be in writing, and any written notice or other document shall be deemed to have been duly given on the date of personal service on the party or on the second business day after mailing if the document is mailed by registered or certified mail, addressed to the party at the address listed on the signature page, or at the most recent address specified by the party through written notice. Failure to conform to the requirement that mailings be registered, or certified mail shall not defeat the effectiveness of notice actually received by the addressee.

APPROVED AND ACCEPTED BY:

APPROVED AND ACCEPTED BY:

By _____

TY BRYSON Superintendent
Lakeside Union School District
14535 Old River Road
Bakersfield, CA 93311

Date: _____

By Nicole E. Brown

NICOLE BROWN, PSY.D., MPA
INFO@LEARNINGDYNAMICSINC.ORG
Learning Dynamics, Inc.
7300 Stockdale Highway
Bakersfield, CA 93309

Date 03/18/25