

LAKESIDE UNION SCHOOL DISTRICT
BOARD OF TRUSTEES
REGULAR MEETING
AGENDA

Lakeside School Auditorium
14535 Old River Road
Bakersfield, CA 93311

May 10, 2022
6:30 P.M.

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

1. CALL TO ORDER, ROLL CALL AND FLAG SALUTE

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

2. RECOGNITION OF CERTIFICATED EMPLOYEE OF THE YEAR.

3. RECOGNITION OF CLASSIFIED EMPLOYEE OF THE YEAR.

4. RECOGNITION OF RETIREES FOR 2021-2022 SCHOOL YEAR.

5. 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 April 12, 2022.

B. Approve minutes of Special Meeting of April 27, 2022.

C. Approve April End Of Month \$685,391.29, and May Mid Month Payroll of \$58,103.53.

D. Approve B-Warrants #10.

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

6. 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)*

7. CLOSED SESSION

A. CONFERENCE WITH LABOR NEGOTIATOR(S) (G.C. 54957.6)

- Agency Designated Representatives: Tamara Jones and Darin Buoni

- Unrepresented Position: Superintendent

B. CONFERENCE WITH LEGAL COUNSEL -- EXISTING LITIGATION

- FR v. Lakeside Union School District and Kern County Superintendent of Schools, OAH Case No. 2022020351

8. OPEN SESSION
9. REPORT OF CLOSED SESSION
10. PUBLIC EMPLOYEE REAPPOINTMENT AND APPROVAL OF EMPLOYMENT CONTRACT

Job Title: Superintendent

11. DISCUSSION AND POSSIBLE ACTION TO ESTABLISH AN ADDITIONAL REGULAR MEETING DATE FOR MAY 2022.

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

12. DISCUSSION OR ACTION ITEMS

A. General Control

- (1) 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) _____

B. Budget and Finance

- (1) Approval of Science Adoption with Elevate Science for K-5th Grade for \$358,101.09.

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

- (2) Approval of Science Adoption with Inspire Science for 6th-8th Grade for \$96,903.76.

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

- (3) Discussion and Approval of Universal Prekindergarten Planning and Implementation Grant Program.

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 Aurora Garcia as a Special Education Mild/Moderate Teacher at Lakeside School on a Short-Term Staff Permit.

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

- (2) Approval of Donation of Twenty-Four (24.0) Hours of Sick Leave to Certificated Employee #655 for Catastrophic Leave.

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

- (3) Hearing and Public Comment of the Lakeside Union School Districts Initial Reopener Proposal to the Lakeside/Suburu Teachers Association for the 2022-2023 school year.

- (4) Close Hearing and Public Comment.

- (5) Adoption of the Lakeside Union School District's Initial Reopener Proposal to the Lakeside/Suburu Teachers Association Regarding Collective Bargaining Negotiations for the 2022-2023 School Year.

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

- (6) Approval of Grievance Resolution Between Lakeside Union School District and the California School Employees Association and its Lakeside/Old River Chapter #730.

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

13. REPORTS AND CORRESPONDENCE

- A. Enrollment Lakeside 680 Suburu 845 Total 1525
- 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

14. 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.*

15. ADVANCE PLANNING

A. Future Meeting Dates

- (1) Regular Board Meeting – _____ at _____ in the Lakeside School Auditorium.
- (2) Regular Board Meeting – June 14, 2022 at 6:30 p.m. in the Lakeside School Auditorium.
- (3) Special Board Meeting – June 21, 2022 at 6:30 p.m. in the Lakeside School Auditorium.

16. 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

April 12, 2022
6:30 P.M.

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

BOARD MEMBERS ABSENT:

OTHERS PRESENT: See Attached

1. Call to Order, Flag Salute The regular meeting convened at 6:30 p.m.
2. Consent Calendar Approval of Consent Agenda. Motion by Trustee Buoni, seconded by Trustee Jones. Approved – Trustee Buoni, Trustee Banducci, Trustee Jones, Trustee Robertson, Trustee D. Buoni. No – 0. Abstained – 0. Absent – 0.
By this action the Board:
 - A. Approved minutes of Regular Meeting of March 8, 2022.
 - B. Approved March Mid Month Payroll, March End of Month Payroll, And April Mid Month Payroll.
 - C. Approved B-Warrants #8 and #9.
3. Hearing of Staff and/or Citizens None.
4. Discussion or Action Items
 - A. General Control
 - (1) Report on Williams Settlement Complaints. None
 - (2) Discussion and Approval of Student Attendance Calendar for 2022-2023 School Year. Motion by Trustee Buoni, seconded by Trustee D. Buoni. Approved – Trustee Buoni, Trustee Banducci, Trustee Jones, Trustee Robertson, Trustee D. Buoni. No – 0. Abstained – 0. Absent – 0.
 - (3) Approval of Donald E. Suburu School Single Plan for Student Achievement. Motion by Trustee Buoni, seconded by Trustee Jones. Approved – Trustee Buoni, Trustee Banducci, Trustee Jones, Trustee Robertson, Trustee D. Buoni. No – 0. Abstained – 0. Absent – 0.

- C. CTA – Teachers are concerned about test scores. Mr. Andreotti knows that teachers are leaving due to salary schedule. The teachers feel the salary schedule is not competitive with other districts.
- D. Correspondence
- E. Board Members Reports - None
- F. Superintendent Report – Mr. Bryson was a part of Legislative Action Day. He was able to meet with government officials in small groups via Zoom and it was nice being able to talk with them about school district issues. They talked about how increasing the base would give the districts flexibility to provide the raises to staff. Vaccine mandates were a topic of discussion and that we should be receiving new guidance that is less restrictive on staff quarantine. The Lakeside BBQ will be on May 1, 2022.

6. Items Not on The Agenda

7. Advance Planning

A. Future Meeting Dates

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

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

The meeting was adjourned at 7:07 p.m.

Secretary to the Board

Vendor/Addr	Remit name	Req Reference	Date	Description	Tax ID num	Deposit type	ABA num	Account num	EE ES	E-Term	E-ExtRef
									Liq Amt	Net Amount	
002481/00	DJ DANNY HILL					FD-RESC-Y-OBJT-SO-GOAL-FUNC-STE-T2-TY3-TYP4 T9MPS					

PV-220243 04/20/2022 LCAP\PBIS REWARD MUSIC\DANC 01-0000-0-5800.00-1110-1000-002-00-000-0000 NN
TOTAL PAYMENT AMOUNT 300.00 *

TOTAL FUND	PAYMENT	300.00 **	300.00
TOTAL BATCH PAYMENT		300.00 ***	0.00
TOTAL DISTRICT PAYMENT		300.00 ****	0.00
TOTAL FOR ALL DISTRICTS:		300.00 *****	0.00

Number of checks to be printed: 1, not counting voids due to stub overflows.

Printed: 04/20/2022 08:05:56

School Year: **2021-22**

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Lakeside School	15635526009666	April 7, 2022	

Purpose and Description

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

Schoolwide Program

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

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.

Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

Each year our School Site Council distributes surveys to parents, staff, and students. Survey results are shared with SSC and Leadership Team to guide improvement efforts for curriculum, academic progress, and school connectedness.

Classroom Observations

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

A formal evaluation of teachers is completed by the administrators after two informal observations of complete lessons. In addition to the standard formal evaluation process, site administrators use every opportunity they have to conduct “walk-through” observations. These informal observations allow administrators to provide support to the teachers and allows students to see administrators in classrooms. The strength of teachers at Lakeside, aside from the pursuance of excellence, is the training they provide to all students regarding study skills and appropriate academic behaviors in class. Teachers are asked to post the learning objective(s)/essential question they expect the students to learn in kid friendly terms, and review with them their expectations of the lesson outcome prior to and at the conclusion of instruction. Adhering to Common Core State Standards, student engagement, lesson rigor, classroom management, and the use of technology to enhance instruction, are a few items administrators look for during walk-throughs.

Lessons are fully aligned with the Common Core State Standards (CCSS) and teachers maintain a positive atmosphere in their classrooms, creating a safe environment for students to learn. English Learner strategies are being used across the disciplines to aid second-language learners (as well as struggling learners) to increase their achievement. Teachers and other staff continue to look for ways to inspire unmotivated learners. Creative incentive strategies and parental involvement is often used to help motivate students who struggle to focus and perform in class. Teachers continually strive to include all students in the learning process.

Teachers teaching the same classes have striven to articulate their curricula to assure all students receive the same high-quality instruction. PLC collaboration time has been built into the week and teachers meet Wednesdays to plan lessons and create lessons and assessments together. The students benefit from the combined knowledge of all teachers within a department, rather than relying on one person. Teachers strong in one area are tasked with taking the lead for that area and sharing their expertise with their department colleagues.

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

Local Control Funding Formula (LCFF) is being used to increase and improve core services to all students. Supplemental and concentration grants are proportionally distributed to unduplicated English Learners and disadvantaged students to genuinely increase and improve services.

LUSD will use Smarter Balanced Assessment Consortium (SBAC) Interim Assessment Blocks (IAB), locally developed benchmark, and common formative assessments to measure student progress toward proficiency.

The District will use Illuminate Education assessments to accelerate student achievement by focusing instruction on student needs. Grade Levels meet in Professional Learning Communities and review student data weekly in the form of Quarterly Benchmark exams, Common Formative Assessments, Unit and Chapter Tests, Quarterly Accelerated Reader STAR comprehension tests, and/or observations. Instruction is modified and specific to each individual student's learning needs.

The school/district implements an ongoing assessment and monitoring system that provides timely data from common assessments based on the SBE-adopted Common Core State Standards (CCSS) ELA/ELD and Mathematics, including intensive intervention programs. Student achievement results from assessments (i.e., entry-level placement and/or diagnostic; progress monitoring, including frequent formative and curriculum-embedded; and summative assessments) will be used to inform teachers and principals on student placement, diagnosis, progress, and effectiveness of instruction.

The school implements an assessment and monitoring system which includes curriculum-embedded assessments available as part of the adopted program: District assessments are standards-based and include criterion-referenced tests and curriculum embedded measures, Benchmark Test Results and Common Formative Assessments are utilized, and Data is used to drive instruction.

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

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

The use of continuous regular data using Illuminate Education, drives the daily instruction for all teachers. Teachers meet formally in PLCs to discuss and plan instruction to meet each student's educational need. Additionally, the use of district benchmark exams and Illuminate results will be used by teachers to guide their instruction and address student instructional needs according to the data collected from these and other informal assessments.

Intervention and enrichment are purposefully taught depending on the specific needs of our students. There are four questions that are asked about each standards based lesson.

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

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

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

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

Lakeside School is staffed with qualified teachers, the majority of which have attended professional development in their credential area. The District participates fully in the Teacher Induction Program (facilitated through the COE) to have preliminary credentialed teachers acquire their clear credential. Our district provides an Intern Coach for all teacher Interns to provide additional professional support.

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

In reviewing the student achievement data from the state tests and available local multiple measures assessments, specific areas were targeted for staff development. The focus for this year is continued full implementation of the Common Core State Standards with an emphasis on reading, writing, math, Students with Disabilities, and English Language Learner (ELL) instruction.

Regular walk throughs by administrators are done to identify areas of need for Professional Development. In addition, teachers have the opportunity to attend conferences and in-services to obtain new ideas that will strengthen their teaching practices. Teachers may attend conferences at their own request or may be directed by administration to attend. Teachers may be given release time to visit other teachers at the appropriate grade-level to observe teaching techniques and strategies.

The District participates fully in the Kern County Teacher Induction Program to have preliminary credentialed teachers acquire their clear credential. This is a comprehensive; standards based program that guides and supports beginning teachers through the efforts of a collegial relationship with a support provider.

With guidance from the district leadership, all on-site and off-site staff development opportunities are directly linked to enhancing student achievement. Fully credentialed teachers, the principal, and the District Superintendent or designee serve as professional development oversight, and meet on an as needed basis to discuss best practices for instruction and to ensure professional development opportunities are research-based. Staff development activities may include but are not limited to the following:

- Professional Learning Communities
- Common Formative Assessment
- Data Analysis
- Targeting the Standards
- ELD: Designated and Integrated
- Common Core State Standards
- Close Reading Strategies
- Imagine Learning: Literacy and Math
- Close Reading ELA and math CCSS
- Google Classroom
- Illuminate Ed
- Aeries

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

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

The Principal and Vice Principal work to provide support and assistance to teachers that will ensure their ability to provide appropriate instruction and maintain a high degree of rigor and achievement.

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

The school/district facilitates and fully implements structured PLC collaboration weekly meetings in order for teachers to analyze, discuss, and utilize the results of the school/district assessment system to guide student placement, instructional planning and delivery, and progress monitoring, within the SBE-adopted (CCSS) ELA/ELD and Mathematics programs.

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

Teaching and Learning

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

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

Reading Language Arts: K-5 Benchmark Advance, 6-8 Prentice Hall

Math: K-8 McGraw Hill

History-Social Science: K-5 Studies Weekly, 6-8 Discovery

Science: K-5 Harcourt, 6-8 McDougall Littell

Lakeside School has established high academic standards for all subject areas that are in line with the Common Core standards. They have been reviewed and approved by advisory boards, parent groups, site councils, and the District Board of Education. Grade level standards state what each student should know and be able to do at designated benchmarks in the student's educational career. All students have equal access to the district's core curriculum.

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

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

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

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

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

The school/district ensures sufficiency of textbooks for all core subjects. Core subjects are implemented as designed and documented to be in daily use in every classroom with materials for every student. The new ELD standards are intertwined with the ELA Common Core State Standards and teachers have the latitude to use other resources for daily use with every identified student. New materials will continue to be adopted and purchased from State Approved Materials lists as they are developed.

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

The school/district fully implements the current State Board of Education (SBE)-adopted, CCSS standards-based, basic core instructional programs and materials in English language arts (ELA)/English language development (ELD), including ancillary materials for universal access. These programs are implemented as designed and documented to be in daily use in every classroom with materials for every student to meet state standards.

Scientific-based methods and strategies are used to strengthen the core and deliver an instructional program that provides extended learning time and minimizes removing students from the regular classroom during regular school hours.

Opportunity and Equal Educational Access

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

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

- Homework is assigned regularly, Mondays-Thursdays to reinforce concepts being taught.
- The school library has available a choice of class sets of recommended literature for teacher check-out.
- Students go to the library , and with their classes as well as on an individual basis as needed.
- Students with identified learning disabilities receive special services in the area the student is found to qualify by the Learning Center Specialist.
- Field Trips may be used to increase student experiential base of information and provide focus and motivation in language arts and social studies activities, as funds are available. (Pre COVID-19 pandemic)

The following activities are being implemented for English Language Learners:

- English Language Learners at the beginning levels of English acquisition are homogeneously grouped and placed in High Intensity Language Academy Classes.
- A variety of supplemental/supportive materials are available for use in all classrooms.

Evidence-based educational practices to raise student achievement

The school/district fully implements research-based instructional strategies for student improvement. Strategies include:

- Use Essential Program Components faithfully (EPC's)
- Professional Learning Communities
- Frequent Common Formative Assessments (CFA)
- Analyzing data from CFA's and other assessments
- Use Research Based Teaching Strategies: Whole Brain Teaching, Thinking Maps, etc.
- Using Student Engagement Strategies
- Adjusted Master Schedule
- Standards based instruction
- AR Program
- Intensive intervention

Parental Engagement

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

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

- a. Aeries Grade Book, Parent and Student Portal
- b. School website with resources
- b. School voice mail for teachers to post homework and receive messages from parents
- c. Teacher e-mail
- d. Parent volunteers when permitted.

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

Lakeside School solicits and promotes involvement with all stakeholders through the School Site Council and other advisory committees. The district/school solicits and promotes Local Control Accountability Plan (LCAP) development with all stakeholders. A Parent Involvement Policy is attached to this document. The school receives input and oversight from the School Site Council, ELAC and DELAC regarding the planning, implementation, and evaluation of consolidated application programs.

Funding

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

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

Fiscal support (EPC)

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

Title I Part A – The goal of this program is to ensure that all students have a fair, equal and significant opportunity to obtain a high quality education and reach at a minimum proficiency level on the state academic content standards adopted by the State Board of Education. Kern Avenue provides leveled readers to all of our students to ensure that they are able to gain proficiency with their grade level standards. The District provides in-service professional development for the teachers.

Title II Part A – The goal of this program is to increase the academic achievement of all students by helping school and school districts improve the quality of teachers and principals and ensure that all teachers are highly qualified. Teachers and administrators are trained with the most current educational information to increase student achievement.

Title III Part A – The goal of this program is to develop English learner's proficiency in English and in the district's core curriculum as rapidly and effectively as possible.

Tobacco Use Prevention Education (TUPE) – The goal of this program is to adopt and carry out a comprehensive program to prevent tobacco use. The school participates in red ribbon week and teachers provide instruction on Tobacco prevention. Safe and Drug free schools program is implemented within our school.

Stakeholder Involvement

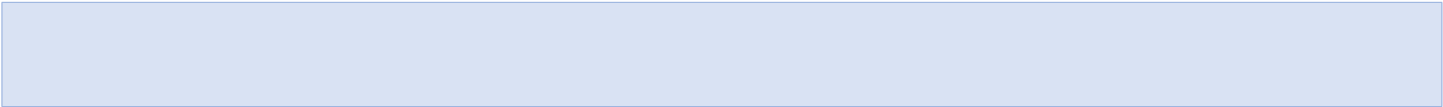
How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

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. Site administrators met monthly with student government and staff. During these meetings, stakeholders reviewed and discussed student performance outcome data, and discussed how Lakeside School can increase or improve services for all students.

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.



School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	0.49%	0.32%	0.5%	3	2	3
African American	4.92%	6.62%	4.4%	30	42	27
Asian	4.59%	4.73%	4.4%	28	30	27
Filipino	1.64%	2.37%	2.3%	10	15	14
Hispanic/Latino	58.52%	61.36%	64.5%	357	389	398
Pacific Islander	0.33%	0%	%	2	0	
White	26.23%	21.61%	19.1%	160	137	118
Multiple/No Response	%	0%	3.9%		19	24
Total Enrollment				610	634	617

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Kindergarten	25	26	24
Grade 1	22	24	27
Grade 2	29	25	23
Grade3	24	29	26
Grade 4	32	30	30
Grade 5	32	26	31
Grade 6	128	160	153
Grade 7	164	140	162
Grade 8	154	174	141
Total Enrollment	610	634	617

Conclusions based on this data:

1. Total enrollment decrease by 17 from 2019/2020 to 2019/2020.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	66	66	75	10.8%	10.4%	12.2%
Fluent English Proficient (FEP)	120	136	122	19.7%	21.5%	19.8%
Reclassified Fluent English Proficient (RFEP)	9	19	13	14.8%	28.8%	19.7%

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)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	25	24	26	25	24	25	25	24	25	100	100	96.2
Grade 4	30	30	33	30	30	26	30	30	25	100	100	78.8
Grade 5	29	30	33	29	30	33	29	30	33	100	100	100.0
Grade 6	156	135	153	155	135	142	155	135	140	99.4	100	92.8
Grade 7	152	178	166	151	176	154	151	176	154	99.3	98.9	92.8
Grade 8	169	157	141	168	156	130	167	156	130	99.4	99.4	92.2
All Grades	561	554	552	558	551	510	557	551	507	99.5	99.5	92.4

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

2019-20 Data:

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	2429.	2401.	2378.	24.00	20.83	4.00	32.00	8.33	20.00	20.00	25.00	36.00	24.00	45.83	40.00
Grade 4	2424.	2433.	2432.	6.67	10.00	8.00	26.67	33.33	32.00	13.33	13.33	32.00	53.33	43.33	28.00
Grade 5	2464.	2446.	2435.	6.90	0.00	9.09	34.48	30.00	18.18	20.69	26.67	24.24	37.93	43.33	48.48
Grade 6	2518.	2539.	2499.	12.90	17.78	10.00	40.00	37.78	27.14	20.65	29.63	29.29	26.45	14.81	33.57
Grade 7	2559.	2522.	2525.	13.25	7.39	7.79	41.72	34.09	34.42	31.13	26.70	29.87	13.91	31.82	27.92
Grade 8	2537.	2570.	2537.	10.18	14.74	9.23	30.54	37.82	34.62	29.34	26.28	26.92	29.94	21.15	29.23
All Grades	N/A	N/A	N/A	12.03	12.34	8.68	36.27	34.66	30.57	25.67	26.50	28.99	26.03	26.50	31.76

2019-20 Data:

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

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	28.00	12.50	*	44.00	37.50	*	28.00	50.00	*
Grade 4	10.00	13.33	*	50.00	53.33	*	40.00	33.33	*
Grade 5	6.90	6.67	9.09	55.17	53.33	51.52	37.93	40.00	39.39
Grade 6	18.71	22.22	14.29	43.87	48.89	58.57	37.42	28.89	27.14
Grade 7	24.50	11.93	16.88	51.66	48.30	61.04	23.84	39.77	22.08
Grade 8	18.56	24.36	10.77	39.52	48.72	56.15	41.92	26.92	33.08
All Grades	19.57	17.79	13.21	45.60	48.64	58.38	34.83	33.58	28.40

2019-20 Data:

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

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	24.00	16.67	*	56.00	45.83	*	20.00	37.50	*
Grade 4	13.33	3.33	*	36.67	56.67	*	50.00	40.00	*
Grade 5	31.03	6.67	6.06	37.93	56.67	45.45	31.03	36.67	48.48
Grade 6	23.23	28.15	15.71	49.68	55.56	45.00	27.10	16.30	39.29
Grade 7	30.46	19.32	9.74	55.63	50.00	57.79	13.91	30.68	32.47
Grade 8	19.16	23.08	14.73	50.30	53.21	51.16	30.54	23.72	34.11
All Grades	23.88	20.87	11.46	50.45	52.81	52.77	25.67	26.32	35.77

2019-20 Data:

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

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	36.00	12.50	*	56.00	62.50	*	8.00	25.00	*
Grade 4	6.67	16.67	*	73.33	63.33	*	20.00	20.00	*
Grade 5	6.90	3.33	3.03	58.62	66.67	72.73	34.48	30.00	24.24
Grade 6	14.19	17.04	8.57	65.81	70.37	72.86	20.00	12.59	18.57
Grade 7	8.61	9.66	9.09	72.85	65.91	79.87	18.54	24.43	11.04
Grade 8	9.58	13.46	6.15	64.67	74.36	80.00	25.75	12.18	13.85
All Grades	11.49	12.70	6.90	66.97	69.15	77.71	21.54	18.15	15.38

2019-20 Data:

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

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	16.00	25.00	*	64.00	37.50	*	20.00	37.50	*
Grade 4	16.67	13.33	*	40.00	46.67	*	43.33	40.00	*
Grade 5	24.14	6.67	6.06	34.48	40.00	57.58	41.38	53.33	36.36
Grade 6	28.39	28.89	15.00	47.74	55.56	65.71	23.87	15.56	19.29
Grade 7	27.81	17.05	14.94	56.95	50.57	68.18	15.23	32.39	16.88
Grade 8	19.16	30.13	11.54	53.89	46.15	72.31	26.95	23.72	16.15
All Grades	24.06	23.23	12.23	51.71	49.18	68.64	24.24	27.59	19.13

2019-20 Data:

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

Conclusions based on this data:

- Overall Achievement in ELA/Literacy, Percentage of Students that Met or Exceeded Standards from 2018/19 to 2020/21.
3rd Grade
2018/19 29.16%
2019/20 24%
Decrease 5.16%
4th Grade
2018/19 43.33%
2019/20 40%
Decrease 3.33%
5th Grade
2018/19 30%
2019/20 27.27%
Decrease 2.73%
6th Grade
2018/19 55.56%
2019/20 37.14%
Decrease 18.42%
7th Grade
2018/19 41.48%
2019/20 42.21%
Increase 0.73%
8th Grade
2018/19 52.56%
2019/20 43.85%
Decrease 8.71%
All
2018/19 47%
2019/20 39.25%
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%

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

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	25	24	26	25	24	25	25	24	25	100	100	96.2
Grade 4	30	30	33	30	30	27	30	30	27	100	100	81.8
Grade 5	29	30	33	29	30	33	29	30	33	100	100	100.0
Grade 6	156	135	153	155	135	139	155	135	138	99.4	100	90.8
Grade 7	152	178	166	151	174	151	151	174	150	99.3	97.8	91.0
Grade 8	169	157	141	166	156	127	166	156	127	98.2	99.4	90.1
All Grades	561	554	552	556	549	502	556	549	500	99.1	99.1	90.9

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

2019-20 Data:

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	2429.	2416.	2364.	12.00	0.00	0.00	36.00	41.67	8.00	36.00	37.50	40.00	16.00	20.83	52.00
Grade 4	2397.	2431.	2425.	3.33	0.00	0.00	13.33	13.33	22.22	30.00	56.67	29.63	53.33	30.00	48.15
Grade 5	2458.	2446.	2446.	3.45	3.33	3.03	20.69	10.00	15.15	24.14	26.67	24.24	51.72	60.00	57.58
Grade 6	2483.	2505.	2466.	5.16	11.85	6.52	19.35	22.22	10.14	37.42	33.33	33.33	38.06	32.59	50.00
Grade 7	2509.	2490.	2475.	7.28	6.32	3.33	19.21	18.39	10.67	35.76	28.74	28.00	37.75	46.55	58.00
Grade 8	2510.	2525.	2494.	10.84	10.90	5.51	16.87	17.95	12.60	25.90	28.85	31.50	46.39	42.31	50.39
All Grades	N/A	N/A	N/A	7.55	8.20	4.40	19.06	19.49	11.80	32.37	31.69	30.80	41.01	40.62	53.00

2019-20 Data:

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

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	28.00	25.00	*	52.00	50.00	*	20.00	25.00	*
Grade 4	10.00	3.33	*	13.33	50.00	*	76.67	46.67	*
Grade 5	6.90	6.67	3.03	37.93	30.00	42.42	55.17	63.33	54.55
Grade 6	13.55	21.48	5.80	38.06	37.78	42.75	48.39	40.74	51.45
Grade 7	14.57	12.07	5.33	36.42	29.89	44.67	49.01	58.05	50.00
Grade 8	16.87	15.38	3.94	28.31	35.26	48.03	54.82	49.36	48.03
All Grades	14.93	15.12	4.61	33.99	35.34	44.49	51.08	49.54	50.90

2019-20 Data:

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

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	20.00	25.00	*	60.00	62.50	*	20.00	12.50	*
Grade 4	6.67	0.00	*	33.33	63.33	*	60.00	36.67	*
Grade 5	3.45	3.33	6.06	44.83	36.67	39.39	51.72	60.00	54.55
Grade 6	5.16	9.63	2.90	44.52	48.15	49.28	50.32	42.22	47.83
Grade 7	7.95	8.05	4.00	47.02	44.83	53.33	45.03	47.13	42.67
Grade 8	10.24	10.26	6.30	45.78	50.64	64.57	43.98	39.10	29.13
All Grades	8.09	9.11	4.60	45.68	48.63	53.80	46.22	42.26	41.60

2019-20 Data:

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

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	16.00	12.50	*	64.00	54.17	*	20.00	33.33	*
Grade 4	10.00	6.67	*	36.67	50.00	*	53.33	43.33	*
Grade 5	6.90	0.00	6.06	48.28	43.33	42.42	44.83	56.67	51.52
Grade 6	7.74	11.11	7.25	47.10	52.59	67.39	45.16	36.30	25.36
Grade 7	10.60	8.62	6.00	56.95	56.32	72.00	32.45	35.06	22.00
Grade 8	13.25	16.03	7.09	46.99	50.00	69.29	39.76	33.97	23.62
All Grades	10.61	10.93	7.00	50.00	52.46	66.40	39.39	36.61	26.60

2019-20 Data:

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

Conclusions based on this data:

1. Overall Achievement in Math, Percentage of Students that Met or Exceeded Standards from 2018/19 to 2020/21.
 - 3rd Grade
 - 2018/19 41.67%
 - 2019/20 8%
 - Decrease 33.67%
 - 4th Grade
 - 2018/19 13.33%
 - 2019/20 22.22%
 - Increase 8.89%
 - 5th Grade
 - 2018/19 13.33%
 - 2019/20 18.18%
 - Increase 4.85%
 - 6th Grade
 - 2018/19 34.07%
 - 2019/20 16.66%
 - Decrease 17.41%
 - 7th Grade
 - 2018/19 24.71%
 - 2019/20 14%
 - Decrease 10.71%
 - 8th Grade
 - 2018/19 28.85%
 - 2019/20 17.81%
 - Decrease 11.04%
 - All
 - 2018/19 27.69%
 - 2019/20 16.2%
 - Decrease 11.49%
2. Math Claim Concepts & Procedures Above & At or Near Standard
 - All Students
 - 2018/19 50.46%
 - 2020/21 49.1%
 - Decreased 1.36%

 - Problem Solving & Modeling/Data Analysis
 - 2018/19 57.74%
 - 2020/21 58.4%
 - Increased 0.66%

 - Communicating Reasoning
 - 2018/19 63.39%
 - 2020/21 73.4%
 - Increased 10.01%
3. Overall, student performance stayed the same or decreased from 2018/19 to 2020/21.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	*	*	*	*	*	*	*	*	*	4	*
1	*	*	*	*	*	*	*	*	*	*	5	9
2	*	*		*	*		*	*		*	8	
3	*	*	*	*	*	*	*	*	*	*	*	5
4	*	*	*	*	*	*	*	*	*	*	7	5
5	*	*	*	*	*	*	*	*	*	*	*	5
6	*	1530.5	1519.4	*	1520.6	1516.7	*	1540.0	1521.5	*	12	19
7	*	*	*	*	*	*	*	*	*	*	6	10
8	*	*	*	*	*	*	*	*	*	*	7	8
All Grades										55	54	64

2019-20 Data:

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

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*		*	*			*			*		*	*	
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4		*	*	*	*	*		*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*		*	*	*	*	*
6	*	16.67	10.53	*	58.33	36.84	*	16.67	36.84		8.33	15.79	*	12	19
7	*	*	*	*	*	*		*	*		*	*	*	*	*
8	*	*	*	*	*	*		*	*		*	*	*	*	*
All Grades	40.00	31.48	14.06	40.00	44.44	31.25	*	20.37	42.19	*	3.70	12.50	55	54	64

2019-20 Data:

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

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*		*	*		*	*	*	*	*
3	*	*	*	*	*	*	*	*	*		*	*	*	*	*
4	*	*	*	*	*	*		*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*		*	*	*	*	*
6	*	41.67	21.05	*	33.33	47.37		16.67	26.32		8.33	5.26	*	12	19
7	*	*	*	*	*	*		*	*		*	*	*	*	*
8	*	*	*	*	*	*		*	*		*	*	*	*	*
All Grades	67.27	53.70	25.00	21.82	33.33	48.44	*	9.26	21.88	*	3.70	4.69	55	54	64

2019-20 Data:

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

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	*	*	*	*	*		*	*	*	*	*	*	*	*
1		*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*		*	*		*	*		*	*		*	*	
3		*	*	*	*	*	*	*	*	*	*	*	*	*	*
4		*	*	*	*	*		*	*	*	*	*	*	*	*
5	*	*	*	*	*	*		*	*	*	*	*	*	*	*
6	*	8.33	10.53	*	41.67	10.53		41.67	47.37	*	8.33	31.58	*	12	19
7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*		*	*		*	*	*	*	*
All Grades	25.45	14.81	9.38	36.36	38.89	14.06	*	31.48	43.75	21.82	14.81	32.81	55	54	64

2019-20 Data:

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

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	*	*		*	*	*	*	*	*	*	*
1	*	*	*		*	*		*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4		*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	8.33	21.05	*	66.67	68.42		25.00	10.53	*	12	19
7	*	*	*	*	*	*		*	*	*	*	*
8	*	*	*	*	*	*		*	*	*	*	*
All Grades	49.09	38.89	25.00	41.82	48.15	62.50	*	12.96	12.50	55	54	64

2019-20 Data:

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

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*		*	*	*	*	*
4	*	*	*		*	*	*	*	*	*	*	*
5	*	*	*	*	*	*		*	*	*	*	*
6	*	66.67	31.58	*	25.00	57.89		8.33	10.53	*	12	19
7	*	*	*		*	*		*	*	*	*	*
8	*	*	*		*	*		*	*	*	*	*
All Grades	74.55	62.96	39.06	*	33.33	51.56	*	3.70	9.38	55	54	64

2019-20 Data:

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

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*		*	*		*	*		*	*	
3		*	*	*	*	*	*	*	*	*	*	*
4		*	*	*	*	*	*	*	*	*	*	*
5		*	*	*	*	*	*	*	*	*	*	*
6	*	8.33	15.79	*	41.67	15.79	*	50.00	68.42	*	12	19
7	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*		*	*	*	*	*
All Grades	27.27	16.67	12.50	47.27	51.85	29.69	25.45	31.48	57.81	55	54	64

2019-20 Data:

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

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	*	*	*	*	*	*	*	*	*	*	*
1		*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*		*	*	*	*	*
6	*	50.00	10.53	*	50.00	89.47		0.00	0.00	*	12	19
7	*	*	*	*	*	*		*	*	*	*	*
8	*	*	*	*	*	*		*	*	*	*	*
All Grades	36.36	25.93	9.38	52.73	64.81	79.69	*	9.26	10.94	55	54	64

2019-20 Data:

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

Conclusions based on this data:

- 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%

2. 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

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

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

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

2020-21 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
617	54.9	12.2	1.0
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	75	12.2
Foster Youth	6	1.0
Homeless	1	0.2
Socioeconomically Disadvantaged	339	54.9
Students with Disabilities	55	8.9

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	27	4.4
American Indian or Alaska Native	3	0.5
Asian	27	4.4
Filipino	14	2.3
Hispanic	398	64.5
Two or More Races	24	3.9
Native Hawaiian or Pacific Islander		
White	118	19.1

Conclusions based on this data:

1. Socioeconomically Disadvantaged is by far the largest student group at 54.9%





2. Hispanic is by far the largest student group by ethnicity at 64.5%

School and Student Performance Data

Overall Performance

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

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

2019 Fall Dashboard Overall Performance for All Students		
Academic Performance	Academic Engagement	Conditions & Climate
<div>English Language Arts</div> <div> Yellow</div>	<div>Chronic Absenteeism</div> <div> Yellow</div>	<div>Suspension Rate</div> <div> Orange</div>
<div>Mathematics</div> <div> Yellow</div>		

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance English Language Arts

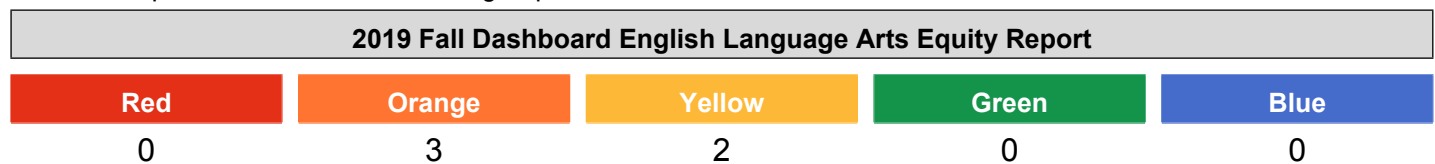
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The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group					
All Students		English Learners		Foster Youth	
 Yellow		 Orange		 No Performance Color	
8.8 points below standard		35.8 points below standard		Less than 11 Students - Data Not Displayed for Privacy	
Increased ++5.9 points		Maintained -2.1 points		1	
509		107			
Homeless		Socioeconomically Disadvantaged		Students with Disabilities	
 No Performance Color		 Yellow		 Orange	
17.1 points below standard		16.9 points below standard		116.6 points below standard	
Increased Significantly ++10.4 points		Increased ++7.3 points		Increased ++8.8 points	
14		358		56	

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American  No Performance Color 27.6 points below standard Increased ++7.2 points 28	American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	Asian  No Performance Color 10.4 points above standard Increased ++3.4 points 28	Filipino  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9
Hispanic  Yellow 11.5 points below standard Increased ++9.1 points 303	Two or More Races  No Performance Color 8.3 points above standard Declined -5 points 18	Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	White  Orange 9 points below standard Maintained ++1 points 118

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

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner 96.2 points below standard Maintained ++2.7 points 35	Reclassified English Learners 6.5 points below standard Maintained ++0.2 points 72	English Only 9.8 points below standard Increased ++5.7 points 345
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Conclusions based on this data:

1. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard.
2. Most student groups maintained or increased performance in 2019.

School and Student Performance Data

Academic Performance Mathematics

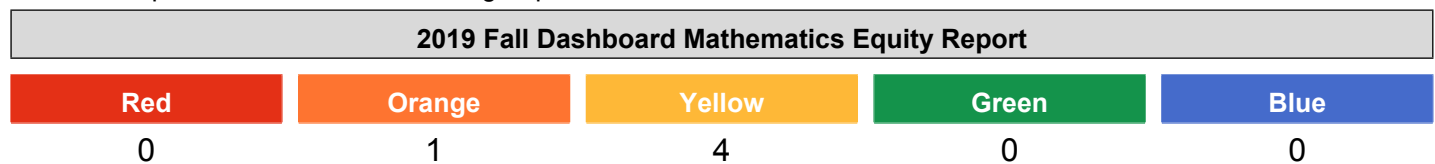
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The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Yellow 57.8 points below standard Increased ++7.3 points 508	English Learners  Yellow 87.8 points below standard Increased ++4.8 points 107	Foster Youth  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Homeless  No Performance Color 51.9 points below standard Increased Significantly ++26.0 points 14	Socioeconomically Disadvantaged  Yellow 64.3 points below standard Increased ++9.9 points 357	Students with Disabilities  Orange 174.1 points below standard Increased Significantly ++16.6 points 55

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 87.4 points below standard Increased Significantly ++16.1 points 28	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color 45.6 points below standard Declined Significantly -18.7 points 28	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 63.5 points below standard Increased ++9.5 points 302	 No Performance Color 42.7 points below standard Increased ++10.2 points 18	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 Yellow 46.9 points below standard Increased ++10.6 points 118

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

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
134.9 points below standard Declined -14.4 points 35	64.8 points below standard Increased Significantly ++15.0 points 72	56.7 points below standard Increased ++6 points 344

Conclusions based on this data:

1. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard.
2. All student groups increased performance in 2019.

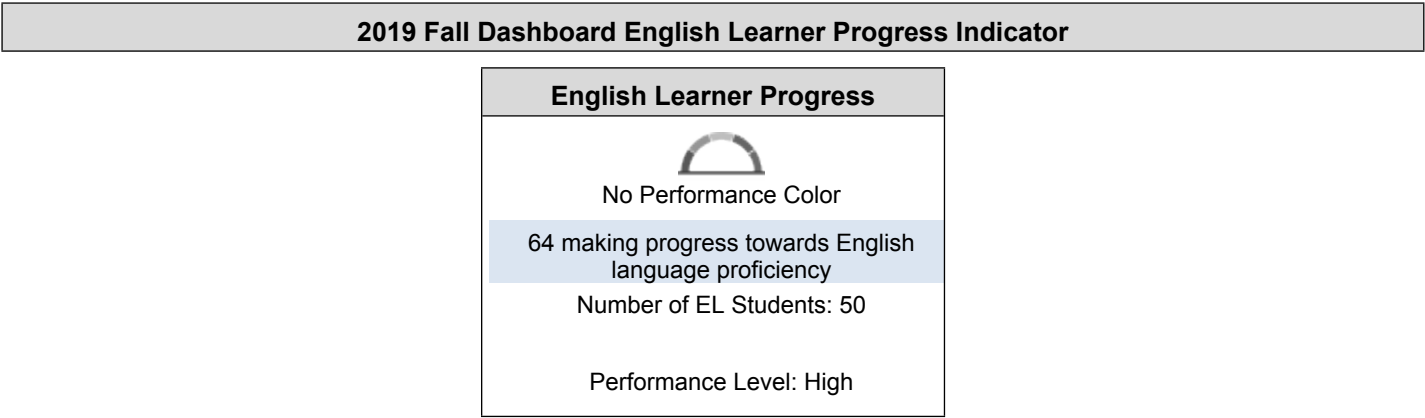
School and Student Performance Data

Academic Performance English Learner Progress

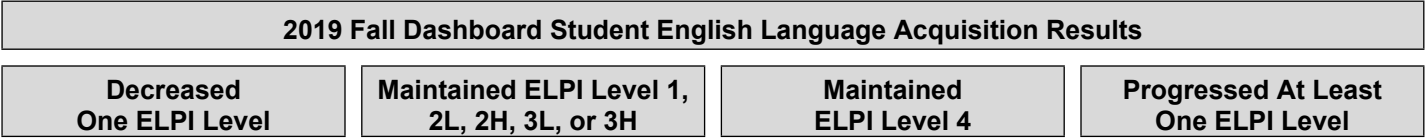
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To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is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

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



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.



Conclusions based on this data:

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

School and Student Performance Data

Academic Engagement Chronic Absenteeism

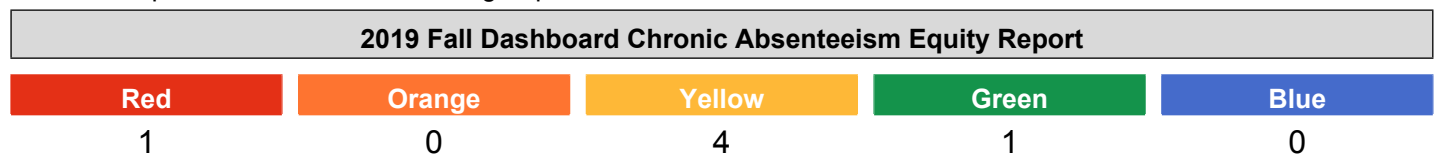
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To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is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







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











This section provides number of student groups in each color.



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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group					
All Students	English Learners	Foster Youth	Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 Yellow 12.9 Declined -2.6 661	 Green 5.3 Declined -0.5 75	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color 8 Declined -8.2 25	 Yellow 13.6 Declined Significantly -3.1 462	 Yellow 19.7 Declined -6.5 71

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Red 27.9 Increased +7.4 43	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color 6.9 Declined -8.7 29	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 13 Declined -1.1 384	 No Performance Color 4.8 Maintained -0.2 21	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 Yellow 11.2 Declined Significantly -7.4 169

Conclusions based on this data:

1. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard.
2. All student groups chronic absenteeism declined (improved) in 2019.
3. African American student group by race increased (worsened) 7.4 in 2019.

School and Student Performance Data

Conditions & Climate Suspension Rate

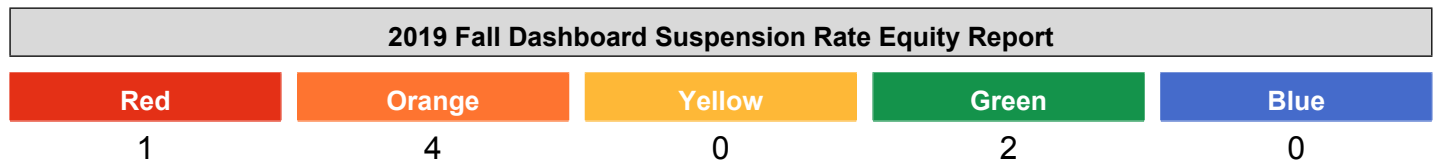
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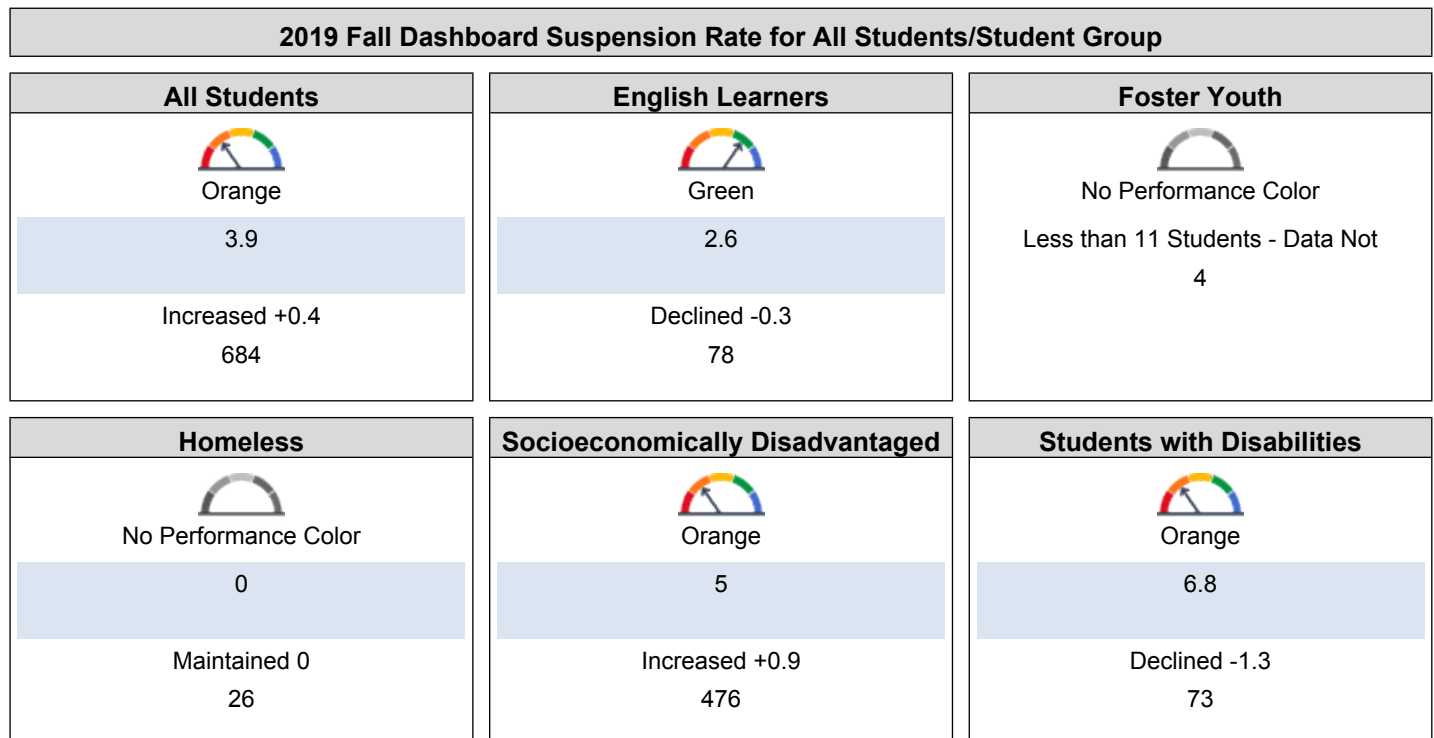
The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



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



2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Red 11.1 Increased +1.4 45	 No Performance Color Less than 11 Students - Data 3	 Orange 3.2 Increased +3.2 31	 No Performance Color Less than 11 Students - Data 10
Hispanic	Two or More Races	Pacific Islander	White
 Orange 4 Increased +1.2 397	 No Performance Color 0 Maintained 0 21	 No Performance Color Less than 11 Students - Data 2	 Green 2.9 Declined Significantly -1.4 175

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	3.6	3.9

Conclusions based on this data:

1. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard.
2. Suspension rate for all students went up slightly in 2019.
3. African American and Asian student groups by race went up the most.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

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

Goal 1

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

Identified Need

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

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

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

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

Input received from stakeholders through indicates a desire to improve academic achievement for all students. We plan to improve academic performance through actions that support and improve student learning and will measure progress towards our goal using the state metrics identified below. By providing additional supports through professional development, academic programs, targeted intervention, and ongoing progress monitoring using local metrics, students will demonstrate growth in these areas.

NOTE: Proposed Strategies/Activities without expenditure amounts acknowledges that there may be a cost from the district's Local Control Funding Formula (LCFF) fund, but the School Site Council has no authorization to make such expenditures.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>STATE PRIORITY 4: PUPIL ACHIEVEMENT</p> <p>Priority 4A</p> <p>Statewide assessments administered</p> <ul style="list-style-type: none"> Dashboard Performance Level CAASPP ELA and CAASPP Math California Science Test (CAST) Results <p>Priority 4B</p> <p>Percentage of pupils that have successfully completed A-G requirements - N/A</p> <p>Priority 4C</p> <p>Percentage of pupils that have successfully completed CTE pathways - N/A</p> <p>Priority 4D</p> <p>Percentage of pupils that have successfully completed 4B & 4C - N/A</p> <p>Priority 4E</p> <p>Percentage of ELs who make progress toward English proficiency as measured by:</p> <ul style="list-style-type: none"> Dashboard English Learner Progress Indicator (ELPI) status <p>Priority 4F</p> <p>EL reclassification rate</p> <ul style="list-style-type: none"> DataQuest, Student Information System <p>Priority 4G</p> <p>Percentage of pupils that pass AP exams with a score of 3 or higher - N/A</p> <p>Priority 4H</p> <p>Pupils prepared for college by the EAP - N/A</p>	<p>STATE PRIORITY 4: PUPIL ACHIEVEMENT</p> <p>Priority 4A</p> <p>Statewide assessments administered</p> <p>2019 Dashboard Performance Level CAASPP ELA and CAASPP Math</p> <p>2019 CAASPP ELA</p> <ul style="list-style-type: none"> All students: Orange English Learners: Orange Foster Youth: N/A Low Income: Orange African American: Orange Students with Disabilities: Red Hispanic: Orange Two or More Races: Orange <p>2019 CAASPP Math</p> <ul style="list-style-type: none"> All students: Yellow English Learners: Orange Foster Youth: N/A Two or More Races: Orange African American: Orange Students with Disabilities: Orange Low Income: Yellow <p>2019 CAST % Meeting or Exceeding Standards</p> <ul style="list-style-type: none"> All students: 30.65% Priority 4B: N/A Priority 4C: N/A Priority 4D: N/A <p>Priority 4B</p> <p>Percentage of pupils that have successfully completed A-G requirements - N/A</p> <p>Priority 4C</p> <p>Percentage of pupils that have</p>	<p>STATE PRIORITY 4: PUPIL ACHIEVEMENT</p> <p>Priority 4A</p> <p>Statewide assessments administered</p> <p>2022 Dashboard Performance Level CAASPP ELA and CAASPP Math</p> <p>2022 CAASPP ELA</p> <ul style="list-style-type: none"> All students: Yellow English Learners: Yellow Foster Youth: N/A Low Income: Yellow African American: Yellow Students with Disabilities: Orange Hispanic: Yellow Two or More Races: Yellow <p>2022 CAASPP Math</p> <ul style="list-style-type: none"> All students: Green English Learners: Yellow Foster Youth: N/A Two or More Races: Yellow African American: Yellow Students with Disabilities: Yellow Low Income: Green <p>2022 CAST % Meeting or Exceeding Standards</p> <ul style="list-style-type: none"> All students: 33% Priority 4B: N/A Priority 4C: N/A Priority 4D: N/A <p>Priority 4B</p> <p>Percentage of pupils that have successfully completed A-G requirements - N/A</p> <p>Priority 4C</p> <p>Percentage of pupils that have</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>STATE PRIORITY 8: OTHER PUPIL OUTCOMES</p> <ul style="list-style-type: none"> California Assessment for Science Test (CAST): Meet or exceed standard DIBELS: All Grades Status Report STAR Literacy K2nd Grade: STAR Screening Report STAR Reading 2nd-8th Grade: STAR Screening Report STAR Math 1st-8th Grade: STAR Screening Report 	<p>successfully completed CTE pathways - N/A</p> <p>Priority 4D Percentage of pupils that have successfully completed 4B & 4C - N/A</p> <p>Priority 4E 2019 ELPI 53.9% making progress towards English language proficiency.</p> <p>Priority 4F 16.5% DataQuest, SIS most recent data.</p> <p>Priority 4G N/A</p> <p>Priority 4H N/A</p> <p>STATE PRIORITY 8: OTHER PUPIL OUTCOMES 2019 California Assessment for Science Test (CAST):</p> <ul style="list-style-type: none"> Grade 5 Met or exceeded standard: 27% Grade 8 Met or exceeded standard: 36% DIBELS: 2021 Mid Year All Grades Status Report: 61% are identified as Strategic or Intensive. STAR Literacy K-2nd Grade: Implemented August 2021 STAR Reading 2nd-8th Grade: April 2021 STAR Screening Report Below Benchmark <p>2nd Grade: 43% 3rd Grade: 61% 4th Grade: 57% 5th Grade: 64%</p>	<p>successfully completed CTE pathways - N/A</p> <p>Priority 4D Percentage of pupils that have successfully completed 4B & 4C - N/A</p> <p>Priority 4E: 2022 ELPI 57% making progress towards English language proficiency.</p> <p>Priority 4F 19% DataQuest, SIS most recent data.</p> <p>Priority 4G N/A</p> <p>Priority 4H N/A</p> <p>STATE PRIORITY 8: OTHER PUPIL OUTCOMES 2022 California Assessment for Science Test (CAST):</p> <ul style="list-style-type: none"> Grade 5 Met or exceeded standard: 30% Grade 8 Met or exceeded standard: 39% DIBELS: 2021 Mid Year All Grades Status Report: 64% are identified as Strategic or Intensive. STAR Literacy K-2nd Grade: Implemented August 2021 STAR Reading 2nd-8th Grade: April 2021 STAR Screening Report Below Benchmark <p>2nd Grade: 40% 3rd Grade: 58% 4th Grade: 54% 5th Grade: 61%</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	6th Grade: 61% 7th Grade: 69% 8th Grade: 69% <ul style="list-style-type: none"> STAR Math 1st-8th Grade: April 2021 STAR Screening Report Below Benchmark 1st Grade: 48% 2nd Grade: 48% 3rd Grade: 61% 4th Grade: 54% 5th Grade: 53% 6th Grade: 52% 7th Grade: 47% 8th Grade: 46%	6th Grade: 58% 7th Grade: 66% 8th Grade: 66% <ul style="list-style-type: none"> STAR Math 1st-8th Grade: April 2021 STAR Screening Report Below Benchmark 1st Grade: 45% 2nd Grade: 45% 3rd Grade: 58% 4th Grade: 51% 5th Grade: 50% 6th Grade: 49% 7th Grade: 44% 8th Grade: 41%

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

1.1 Universal Assessment Tools

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

20,000

Source(s)

Title I
 4000-4999: Books And Supplies
 Implement universal assessment tools for early literacy and math: i.e. Dynamic Indicator of Basic Early Literacy Skills (DIBELS), Renaissance STAR Early Literacy, STAR Reading and STAR Math.
 Data from these assessments will be analyzed in grade level PLCs to evaluate student achievement.

LCFF

	4000-4999: Books And Supplies Common Formative Assessments (CFAs) will continue to be used to measure student mastery. CFAs will address the standards of concern found on District-wide benchmark testing and other curriculum based assessments. Principals will provide for teacher training on the strategies of common formative assessments to guide curriculum and student progress.
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Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

1.2 Professional Learning - Assessments

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	LCFF 5800: Professional/Consulting Services And Operating Expenditures Teachers will increase their capacity through professional learning opportunities in collaboration with other teachers, to conduct informal, in-class assessments and common formative assessments in order to gauge student understanding and achievement, inform instruction, and provide real-time feedback to students, especially low income and English Learners who are not on grade level.

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

1.3 Advancement Via Individual Determination (AVID) Program

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

4,000

Source(s)

Title I

0001-0999: Unrestricted: Locally Defined
Expand and support for the AVID Program. This program has been proven to provide additional support for subgroup students by teaching them skills necessary for succeeding in elementary, middle, high schools and beyond. This program includes: curriculum, professional development (Conferences, workshops, collaborative planning), resources and direct feedback and monitoring of a school AVID plan.

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All students, but especially to improve low income, foster youth, and English learners

Strategy/Activity

1.4 After School Intervention for ELA and Math

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

LCFF

1000-1999: Certificated Personnel Salaries
Provide after-school targeted intervention supports in ELA and math, with emphasis on low income and English Learners who are not on grade level.

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

Low income, English Learners and Special Education students

Strategy/Activity

1.5 Student Support Services

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	LCFF 5800: Professional/Consulting Services And Operating Expenditures Provide services for identified low income, English Learners and special education students. Director of Student Services oversees MTSS and Special Education, providing support to students, staff and parents. Including time for classified and certificated staff to collaborate and review instructional and testing materials. District school psychologists work with students, staff and parents to provide support and guidance to district and outside resources. Health and nursing services will be provided to all students.

Strategy/Activity 6
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
Foster Youth, Low Income

Strategy/Activity
1.6 Reading and Math Intervention Program

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

Amount(s)	Source(s)
	LCFF 2000-2999: Classified Personnel Salaries Hire 1.5 part-time credentialed Intervention Specialists to facilitate the development of an intervention program provide targeted support services for students identified by a universal screener, in ELA and/or math. Hire 1.5 part-time classified intervention support members to aide credentialed Intervention Specialists. The district will purchase supplemental resources to support the intervention program for ELA and/or math.

Strategy/Activity 7
Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

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Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

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

Goal 2

The school 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

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

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

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

NOTE: Proposed Strategies/Activities without expenditure amounts acknowledges that there may be a cost from the district's Local Control Funding Formula (LCFF) fund, but the School Site Council has no authorization to make such expenditures.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
STATE PRIORITY 3: PARENT AND FAMILY ENGAGEMENT Priority 3A: Efforts the school makes to seek parent input in making decisions for the school district and each individual school site. As measured by	STATE PRIORITY 3: PARENT AND FAMILY ENGAGEMENT Priority 3A CA School Dashboard Local Indicator indicated 25% of the Parent and Family Engagement Indicators are not fully implemented.	STATE PRIORITY 3: PARENT AND FAMILY ENGAGEMENT Priority 3A CA School Dashboard Local Indicator indicated 20% of the Parent and Family Engagement Indicators are not fully implemented.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
the CA School Dashboard Local Indicators.		
Priority 3B How school district will promote participation in programs for low income, English learner and foster youth pupils. As measured by the 2020-2021 ELAC/DELAC Agendas	Priority 3B During the 2020-2021 School year we had thirteen parents attend the five ELAC/DELAC Meetings.	Priority 3B During the 2021-2022 School year have twenty parents attend the five ELAC/DELAC Meetings.
Priority 3C How the school district will promote parental participation for students with disabilities. As measured by Students with disabilities student information system.	Priority 3C 100% of parents of students with disabilities attended and participated in scheduled annual, initial, triennial, Other Review IEP meetings.	Priority 3C 100% of parents of students with disabilities attended and participated in scheduled annual, initial, triennial, Other Review IEP meetings.
STATE PRIORITY 5: PUPIL ENGAGEMENT Priority 5A Attendance rate. As measured by the Student Information System.	STATE PRIORITY 5: PUPIL ENGAGEMENT Priority 5A April 2021 KiDS Year to Date Attendance for Lakeside School 94.45%	STATE PRIORITY 5: PUPIL ENGAGEMENT Priority 5A April 2022 KiDS Year to Date Attendance for Lakeside School 97%
Priority 5B Chronic absenteeism rate as measured by the CA School Dashboard and KiDS.	Priority 5B 2020-2021 KiDS Report "What grades have the most chronically absent students?" identified the following chronically absent students. at Lakeside School: 15.11%	Priority 5B 2021-2022 KiDS Report "What grades have the most chronically absent students?" identified the following chronically absent students. Lakeside School: 12%
Priority 5C Middle school dropout rate. As measured by the Student Information System	2019 CA School Dashboard: Chronic Absenteeism for Lakeside School: All Students Yellow with 12.9%	2022 CA School Dashboard: Chronic Absenteeism for Lakeside School: All Students Yellow with 10%
STATE PRIORITY 6: SCHOOL CLIMATE Priority 6A Suspension rate as measured by the CA School Dashboard, and the Student Information System	Priority 5C 0%	Priority 5C 0%
Priority 6B Expulsion rate. As measured by the CA School Dashboard, and the Student Information System	STATE PRIORITY 6: SCHOOL CLIMATE Priority 6A 2019 CA School Dashboard Suspension Rate: Lakeside School 3.9%; All Students: Orange.	STATE PRIORITY 6: SCHOOL CLIMATE Priority 6A 2022 CA School Dashboard Suspension Rate: Lakeside School 2%; All Students: Yellow.
	2020-2021 KiDS Suspension Rate Data for Lakeside School: 0.31% total of 2 students	2021-2022 KiDS Suspension Rate Data for Lakeside School: 0.1%
	Priority 6C	Priority 6C

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Priority 6C Other local measures. As measured by the Student Surveys of sense of safety and school connectedness, and the CA School Dashboard Local Indicators.	2019 CA School Dashboard Local Indicators: Local Climate Survey Grade 5 School Engagement and Supports School Connectedness 57% School Safety Feel safe at school 61% Grade 7 School Engagement and Supports School Connectedness 52% School Safety School perceived as very safe or safe 47%	2019 CA School Dashboard Local Indicators: Local Climate Survey Grade 5 School Engagement and Supports School Connectedness 65% School Safety Feel safe at school 70% Grade 7 School Engagement and Supports School Connectedness 60% School Safety School perceived as very safe or safe 55%

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

2.1 Positive Behavior Interventions and Supports (PBIS)

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

LCFF
0001-0999: Unrestricted: Locally Defined
The school will continue to provide a school-wide PBIS multi-tiered social culture and behavior support system promoting a positive and engaging learning environment for all students. School staff members will continue to implement PBIS, in efforts to improve student engagement and continue to provide a safe and caring environment, with a focus with the following student groups: African Americans, Students with Disabilities, low income, and Els.

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

2.2 Stakeholder Communication

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

LCFF

0001-0999: Unrestricted: Locally Defined
The school will continue to solicit students, parents, staff, and community input through all available forms of communication (surveys, meetings, and events) for recommendations to improve/increase services for all students, including English learners, and low income. Implement a two-way structure for listening and communicating with stakeholders that result in meaningful feedback and building positive relationships.

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

2.3 Parent/Family Nights

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

LCFF

0001-0999: Unrestricted: Locally Defined
Provide for Parent/Family Nights that may include academic courses, AVID, Anti-Bullying and school safety, Digital Citizenship, and positive parenting, to engage parents and families building a positive relationship between home and school.

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

2.4 Student Incentives

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

LCFF
0001-0999: Unrestricted: Locally Defined
The school will provide student incentives to increase student engagement which has a direct connection in promoting positive attendance, preferred behavior, and higher academic achievement with a focus on the following student groups: African Americans, Students with Disabilities, low income, and English Learners. These incentives include but are not limited to field trips, rewards, award certificates and trophies.

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

2.5. Translation for Parents

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

LCFF
0001-0999: Unrestricted: Locally Defined
Provide translation for parents and families for announcements, documents and when attending meetings and school activities so parents of English Learners can fully informed of all school activities and events.

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

2.6 Multi-tiered System of Supports (MTSS)

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

LCFF

0001-0999: Unrestricted: Locally Defined
The school will continue to implement a Multi-tiered System of Supports (MTSS) framework at school sites to offer universal supports for all students and tiered interventions for students who are struggling academically, socially and/or emotionally, with a focus on the following student groups: African Americans, Students with Disabilities, low income, and English Learners. The MTSS framework includes evidence-based practices such as positive behavior supports, social emotional learning, and restorative practices.

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

2.7 Social and Emotional Support

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

LCFF

0001-0999: Unrestricted: Locally Defined
The school will continue to maintain a counselor that provides counseling. The Counselor will help students overcome problems that impede learning, assist them in educational and

personal adjustment, perform Risk Assessments and guidance with outside counseling services.

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

2.8 Alternative to Suspension Program

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

LCFF
0001-0999: Unrestricted: Locally Defined
The school will provide for an Alternative to Suspension Program and interventions for students with multiple days of suspension. The school site will offer a proactive approach to instilling the skills, habits, and behaviors necessary to be successful in school and life with a focus on the following student groups: African Americans, Students with Disabilities, low income, and English Learners.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

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

Goal 3

The school 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

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

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

NOTE: Proposed Strategies/Activities without expenditure amounts acknowledges that there may be a cost from the district's Local Control Funding Formula (LCFF) fund, but the School Site Council has no authorization to make such expenditures.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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	STATE PRIORITY 1 BASIC SERVICES Priority 1A: 2019 CA School Dashboard Local Indicators: Basics: Teachers: 95.5% Priority 1B:	STATE PRIORITY 1 BASIC SERVICES Priority 1A: 2022 CA School Dashboard Local Indicators: Basics: Teachers: 98% Priority 1B:

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>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 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 7 COURSE ACCESS Priority 7A Students have access and are enrolled in a broad course of study (Social Science, Science,</p>	<p>2019 CA School Dashboard Local Indicators: Instructional Materials: 100%</p> <p>Priority 1C: 2019 CA School Dashboard Local Indicators: Basics: Facilities: FIT Overall Rating: Good</p> <p>STATE PRIORITY 2 IMPLEMENTATION OF STATE STANDARDS Priority 2A: 2019 CA School Dashboard Local Indicators: Basics: Teachers, Instructional Materials:100%</p> <p>Priority 2B: 2019 CA School Dashboard Local Indicators: Basics: Instructional Materials: 100% 2020-2021 Master Schedule: 100% of English Learners (ELs) receive daily designated English Language Development (ELD) focused on CA ELD Standards. 100% of ELs receive both CA CCSS and ELD Standards in all subject areas to support ELs in gaining academic knowledge and language proficiency.</p> <p>STATE PRIORITY 7 COURSE ACCESS Priority 7A: 2019 CA School Dashboard Local Indicators: Basics: Instructional Materials: 100% 100% of students have access to a broad course of study per the Master Schedule.</p> <p>Priority 7B: 2019 CA School Dashboard Local Indicators: Basics: Instructional Materials: 100%</p>	<p>2022 CA School Dashboard Local Indicators: Instructional Materials: 100%</p> <p>Priority 1C: 2022 CA School Dashboard Local Indicators: Basics: Facilities: FIT Overall Rating: Good</p> <p>STATE PRIORITY 2 IMPLEMENTATION OF STATE STANDARDS Priority 2A: 2022 CA School Dashboard Local Indicators: Basics: Teachers, Instructional Materials:100%</p> <p>Priority 2B: 2022 CA School Dashboard Local Indicators: Basics: Instructional Materials: 100% 2021-2022 Master Schedule: 100% of English Learners (ELs) receive daily designated English Language Development (ELD) focused on CA ELD Standards. 100% of ELs receive both CA CCSS and ELD Standards in all subject areas to support ELs in gaining academic knowledge and language proficiency.</p> <p>STATE PRIORITY 7 COURSE ACCESS Priority 7A: 2022 CA School Dashboard Local Indicators: Basics: Instructional Materials: 100% 100% of students have access to a broad course of study per the Master Schedule.</p> <p>Priority 7B: 2022 CA School Dashboard Local Indicators: Basics: Instructional Materials: 100%</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>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 who have access to a broad course of study. <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>100% of low income, English learner, foster youth pupils have access to a broad course of study per the Master Schedule.</p> <p>Priority 7C: 2019 CA School Dashboard Local Indicators: Basics: Instructional Materials: 100% 100% of students with disabilities have access to a broad course of study per the Master Schedule.</p>	<p>100% of low income, English learner, foster youth pupils have access to a broad course of study per the Master Schedule.</p> <p>Priority 7C: 2022 CA School Dashboard Local Indicators: Basics: Instructional Materials: 100% 100% of students with disabilities have access to a broad course of study per the Master Schedule.</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

3.1 Professional Development in Learning Strategies

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

LCFF
0001-0999: Unrestricted: Locally Defined
The school will provide staff, evidence based professional development to support student learning enabling all students, especially Students with Disabilities, English Learners, low income and foster youth, access to the Common Core State Standards.

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

3.2 Standards-based CCSS instructional materials

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

LCFF
0001-0999: Unrestricted: Locally Defined
Purchase and implement state adopted standards-based CCSS instructional materials

(textbooks, supplemental, consumables, etc.) in English Language Arts, English Language Development, Math, History/Social Science and Science.

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

3.3 Professional development focused on English learners

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

LCFF

0001-0999: Unrestricted: Locally Defined
Provide professional learning will be provided to staff focused on English Language Development (ELD) standards for designated ELD and integrated ELD implementing effective evidence-based English learner instructional strategies with the primary goal to be implemented in all curricular areas.

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

3.4. Educational online technology access

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

48,670

Title I

4000-4999: Books And Supplies
Provide educational online technology access will be supported by providing all students, especially low income, foster youth, and English Learners, and Students with Disabilities, with

digital resources such as chromebooks, tablets, and wifi hotspots.

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

3.5 Standards-Based Science, Technology, Engineering, Arts and Mathematics (STEAM) Learning

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Provide for Standards-Based STEAM Learning opportunities, with an emphasis of engaging low income, foster youth, and English Learners, and students with disabilities.

Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$72,670.00
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$72,670.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
Title I	\$72,670.00

Subtotal of additional federal funds included for this school: \$72,670.00

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 (\$)
-------------------------	-----------------

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

Total of federal, state, and/or local funds for this school: \$72,670.00

School Site Council Membership

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

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

Name of Members	Role
Mrs. Canales	Parent or Community Member
Mrs. Cardamore	Parent or Community Member
Mrs. Crump	Parent or Community Member
Mrs. Culbertson	Parent or Community Member
Mrs. Silvas	Parent or Community Member
Ms. Ayotte	Classroom Teacher
Mrs. Greer	Classroom Teacher
Mr. Forster	Classroom Teacher
Mr. Bailey	Other School Staff
Mr. McGrath	Principal

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


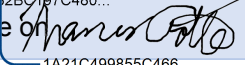
English Learner Advisory Committee	 DocuSigned by: 65C0825E4C014A5...	4/8/2022
Special Education Advisory Committee	 DocuSigned by: 6A1E4E26C0948D...	4/8/2022
Other: School Leadership Team	 DocuSigned by: E3D082BC197C480...	4/8/2022

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 .

Attested:

Principal, Mike McGrath	 DocuSigned by: E3D082BC197C480...	4/8/2022
SSC Chairperson, Nancy Ayotte	 DocuSigned by: 1A21C499855C466...	4/7/2022

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

[Stakeholder Involvement](#)

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

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

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

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

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

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Stakeholder Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **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.

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

Budget Summary

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

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

Budget Summary

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

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

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

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

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

Developed by the California Department of Education, January 2019



Lakeside Union School District

14535 Old River Road
Bakersfield, CA 93311

Phone: (661) 836-6658
FAX: (661) 836-8059

TO: Ty Bryson, Superintendent
FROM: V. Hudson, Principal of Donald E. Suburu School
RE: Science Adoption for Kindergarten through 8th Grade
DATE: March 8, 2022

www.lakesideusd.org

Recommendation(s):

Approval is requested for the Science adoption of Elevate Science for kindergarten to fifth grade and the adoption of Inspire Science for grade sixth to eighth Grade.

How does this action support student achievement?

Science Adoption for Kindergarten through 8th Grade will meet the goals of the 2013 Next Generation Science standards for California Public Schools (CA NGSS) and the 2016 Science Framework for California Public Schools.

EC60119 – Williams Act

"This law in part requires that every pupil in the school district has sufficient textbooks or instructional materials, or both, that are consistent with the content and cycles of the curriculum framework and aligned to the SBE-adopted content standards adopted."

Status:

Our district is currently teaching from our Science adopted curriculum from 2007. This curriculum is not aligned to the 2016 Science Framework for California Public Schools.

Background:

EC Section 60200(b)(1) calls for instructional materials adoptions to occur every eight years in language arts, mathematics, history–social science, science, and other subjects. EC Section 60200.7, effective July 29, 2009, delayed all instructional materials adoptions and the development of curriculum frameworks and evaluation criteria until the 2015-16 school year. Since then specific legislation has authorized the SBE to conduct adoptions in mathematics (Assembly Bill 1246) and English language arts/English language development (Senate Bill 201).

Goal(s):

LCAP Goal 1: All students will demonstrate growth towards meeting or exceeding standards in English Language Arts, Math, Science, History/Social Science and English Language Development, as demonstrated through state assessments, local formative assessments and course grades.

LCAP Goal 3: The district will continue to hire the most qualified teachers and train them in the latest instructional strategies, maintain clean, safe, functional facilities that are in good repair, and provide sufficient standards aligned instructional materials in core academics to all students with a focus on Students with Disabilities, English Learners, low income, and foster youth. This goal will increase the quality of instruction and have a positive impact on student growth.

Funding Source(s):

Amount:

Responsible Staff:

V. Hudson, Principal of Donald E. Suburu School

Supporting Document(s)

Approved by: _____

Date: _____

Quote Release: 2

Price Quote Summary

Price Quote Detail

ISBN	Description	Price	Free Qty	Charged Qty	Free Amount	Total Charged
Additional Science Professional Development						
Additional Science Professional Development - Virtual Science PD						
0000000125111	VIRTUAL SCIENCE IMPLEMENTATION ESSENTIAL 3-HOURS	\$1,200.00	0	1	\$0.00	\$1,200.00
0000000125091	VIRTUAL SCIENCE PROGRAM ACTIVATION 2-HOURS	\$500.00	1	0	\$500.00	\$0.00
Additional Science Professional Development - Virtual Science PD Subtotal					\$ 500.00	\$ 1,200.00
Additional Science Professional Development Subtotal					\$ 500.00	\$ 1,200.00
Elevate Science						
elevateScience™ ©2019 - Grade K						

Lakeside Union Sch District

ISBN	Description	Price	Free Qty	Charged Qty	Free Amount	Total Charged
9781418273279	** ELEVATE ELEMENTARY SCIENCE 2019 CLASSROOM MAKER CRATE KIT GRADE K/2	\$643.97	0	2	\$0.00	\$1,287.94
elevateScience™ @2019 - Grade K Subtotal						\$ 1,287.94
elevateScience™ @2019 - Grade 1						
9781418273279	** ELEVATE ELEMENTARY SCIENCE 2019 CLASSROOM MAKER CRATE KIT GRADE K/2	\$643.97	0	2	\$0.00	\$1,287.94
elevateScience™ @2019 - Grade 1 Subtotal						\$ 1,287.94
elevateScience™ @2019 - Grade 2						
9781418273279	** ELEVATE ELEMENTARY SCIENCE 2019 CLASSROOM MAKER CRATE KIT GRADE K/2	\$643.97	0	2	\$0.00	\$1,287.94
elevateScience™ @2019 - Grade 2 Subtotal						\$ 1,287.94
elevateScience™ @2019 - Grade 3						
9781418273286	** ELEVATE ELEMENTARY SCIENCE 2019 CLASSROOM MAKER CRATE KIT GRADE 3/5	\$1,082.47	0	2	\$0.00	\$2,164.94
9780134925974	** ELEVATE ELEMENTARY SCIENCE 2019 STEM INVENTION TOOLBOX GRADE 3	\$475.00	0	21	\$0.00	\$9,975.00
elevateScience™ @2019 - Grade 3 Subtotal						\$ 12,139.94
elevateScience™ @2019 - Grade 4						
9781418273286	** ELEVATE ELEMENTARY SCIENCE 2019 CLASSROOM MAKER CRATE KIT GRADE 3/5	\$1,082.47	0	2	\$0.00	\$2,164.94
9780134925981	** ELEVATE ELEMENTARY SCIENCE 2019 STEM INVENTION TOOLBOX GRADE 4	\$475.00	0	21	\$0.00	\$9,975.00
elevateScience™ @2019 - Grade 4 Subtotal						\$ 12,139.94
elevateScience™ @2019 - Grade 5						

Lakeside Union Sch District

ISBN	Description	Price	Free Qty	Charged Qty	Free Amount	Total Charged
9781418273286	** ELEVATE ELEMENTARY SCIENCE 2019 CLASSROOM MAKER CRATE KIT GRADE 3/5	\$1,082.47	0	2	\$0.00	\$2,164.94
9780134925998	** ELEVATE ELEMENTARY SCIENCE 2019 STEM INVENTION TOOLBOX GRADE 5	\$475.00	0	21	\$0.00	\$9,975.00
elevateScience™ @2019 - Grade 5 Subtotal						\$ 12,139.94
Elevate Science Subtotal						\$ 40,283.64

Elevate Science K-5**elevateScience™ K-5 for California @2020 - Grade K**

9780663655885	ELEVATE ELEMENTARY SCIENCE 2020 CALIFORNIA SAN BERN SEGMENTS MATERIALS KIT PLUS REFILL KIT YEARS 2/7 GRADE K	\$2,465.44	0	7	\$0.00	\$17,258.08
9780768589054	** ELEVATE ELEMENTARY SCIENCE 2020 CALIFORNIA STUDENT EDITION SEGMENTS 7- YEAR + DIGITAL COURSEWARE 7-YEAR LICENSE GRADE K	\$73.97	0	192	\$0.00	\$14,202.24
9780134980300	** ELEVATE ELEMENTARY SCIENCE 2020 CALIFORNIA NEW TEACHER EDITION GRADE K	\$150.97	7	0	\$1,056.79	\$0.00
9780134934297	** ELEVATE ELEMENTARY SCIENCE 2020 CALIFORNIA ACTIVITY CARDS GRADE K	\$107.47	7	0	\$752.29	\$0.00
9780768562200	** ELEVATE ELEMENTARY SCIENCE 2020 CALIFORNIA LEVELED READER CLASSROOM LIBRARY GRADE K	\$256.47	0	7	\$0.00	\$1,795.29
elevateScience™ K-5 for California @2020 - Grade K Subtotal					\$ 1,809.08	\$ 33,255.61

elevateScience™ K-5 for California @2020 - Grade 1

9780663655892	ELEVATE ELEMENTARY SCIENCE 2020 CALIFORNIA SAN BERN SEGMENTS MATERIALS KIT PLUS REFILL KIT YEARS 2/7 GRADE 1	\$1,249.28	0	7	\$0.00	\$8,744.96
9780768589061	** ELEVATE ELEMENTARY SCIENCE 2020 CALIFORNIA STUDENT EDITION SEGMENTS 7- YEAR + DIGITAL COURSEWARE 7-YEAR LICENSE GRADE 1	\$82.97	0	202	\$0.00	\$16,759.94

Lakeside Union Sch District

ISBN	Description	Price	Free Qty	Charged Qty	Free Amount	Total Charged
9780134980324	** ELEVATE ELEMENTARY SCIENCE 2020 CALIFORNIA NEW TEACHER EDITION GRADE 1	\$150.97	7	0	\$1,056.79	\$0.00
9780134934303	** ELEVATE ELEMENTARY SCIENCE 2020 CALIFORNIA ACTIVITY CARDS GRADE 1	\$120.47	7	0	\$843.29	\$0.00
9780768562217	** ELEVATE ELEMENTARY SCIENCE 2020 CALIFORNIA LEVELED READER CLASSROOM LIBRARY GRADE 1	\$432.51	0	7	\$0.00	\$3,027.57
elevateScience™ K-5 for California ©2020 - Grade 1 Subtotal					\$ 1,900.08	\$ 28,532.47
elevateScience™ K-5 for California ©2020 - Grade 2						
9780663655908	ELEVATE ELEMENTARY SCIENCE 2020 CALIFORNIA SAN BERN SEGMENTS MATERIALS KIT PLUS REFILL KIT YEARS 2/7 GRADE 2	\$3,043.11	0	7	\$0.00	\$21,301.77
9780768589078	** ELEVATE ELEMENTARY SCIENCE 2020 CALIFORNIA STUDENT EDITION SEGMENTS 7-YEAR + DIGITAL COURSEWARE 7-YEAR LICENSE GRADE 2	\$82.97	0	208	\$0.00	\$17,257.76
9780134980331	** ELEVATE ELEMENTARY SCIENCE 2020 CALIFORNIA NEW TEACHER EDITION GRADE 2	\$150.97	7	0	\$1,056.79	\$0.00
9780134934310	** ELEVATE ELEMENTARY SCIENCE 2020 CALIFORNIA ACTIVITY CARDS GRADE 2	\$120.47	7	0	\$843.29	\$0.00
9780768562224	** ELEVATE ELEMENTARY SCIENCE 2020 CALIFORNIA LEVELED READER CLASSROOM LIBRARY GRADE 2	\$432.51	0	7	\$0.00	\$3,027.57
elevateScience™ K-5 for California ©2020 - Grade 2 Subtotal					\$ 1,900.08	\$ 41,587.10
elevateScience™ K-5 for California ©2020 - Grade 3						
9780663655915	ELEVATE ELEMENTARY SCIENCE 2020 CALIFORNIA SAN BERN SEGMENTS MATERIALS KIT PLUS REFILL KIT YEARS 2/7 GRADE 3	\$2,658.68	0	7	\$0.00	\$18,610.76
9780768589085	** ELEVATE ELEMENTARY SCIENCE 2020 CALIFORNIA STUDENT EDITION SEGMENTS 7-YEAR + DIGITAL COURSEWARE 7-YEAR LICENSE GRADE 3	\$92.97	0	208	\$0.00	\$19,337.76

Lakeside Union Sch District

ISBN	Description	Price	Free Qty	Charged Qty	Free Amount	Total Charged
9780134980348	** ELEVATE ELEMENTARY SCIENCE 2020 CALIFORNIA NEW TEACHER EDITION GRADE 3	\$150.97	7	0	\$1,056.79	\$0.00
9780134934327	** ELEVATE ELEMENTARY SCIENCE 2020 CALIFORNIA ACTIVITY CARDS GRADE 3	\$133.97	7	0	\$937.79	\$0.00
9780768562231	** ELEVATE ELEMENTARY SCIENCE 2020 CALIFORNIA LEVELED READER CLASSROOM LIBRARY GRADE 3	\$480.03	0	7	\$0.00	\$3,360.21
elevateScience™ K-5 for California ©2020 - Grade 3 Subtotal					\$ 1,994.58	\$ 41,308.73
elevateScience™ K-5 for California ©2020 - Grade 5						
9780663655939	ELEVATE ELEMENTARY SCIENCE 2020 CALIFORNIA SAN BERN SEGMENTS MATERIALS KIT PLUS REFILL KIT YEARS 2/7 GRADE 5	\$6,676.24	0	6	\$0.00	\$40,057.44
9780663655939	ELEVATE ELEMENTARY SCIENCE 2020 CALIFORNIA SAN BERN SEGMENTS MATERIALS KIT PLUS REFILL KIT YEARS 2/7 GRADE 5	\$6,676.24	0	6	\$0.00	\$40,057.44
9780768589108	** ELEVATE ELEMENTARY SCIENCE 2020 CALIFORNIA STUDENT EDITION SEGMENTS 7-YEAR + DIGITAL COURSEWARE 7-YEAR LICENSE GRADE 5	\$96.97	0	217	\$0.00	\$21,042.49
9780134980362	** ELEVATE ELEMENTARY SCIENCE 2020 CALIFORNIA NEW TEACHER EDITION GRADE 5	\$150.97	6	0	\$905.82	\$0.00
9780768596762	** ELEVATE ELEMENTARY SCIENCE 2020 CALIFORNIA SEGMENT ACTIVITY CARDS GRADE 5	\$159.97	6	0	\$959.82	\$0.00
9780768562255	** ELEVATE ELEMENTARY SCIENCE 2020 CALIFORNIA LEVELED READER CLASSROOM LIBRARY GRADE 5	\$575.61	0	6	\$0.00	\$3,453.66
elevateScience™ K-5 for California ©2020 - Grade 5 Subtotal					\$ 1,865.64	\$ 104,611.03
elevateScience™ K-5 for California ©2020 - Grade 4						
9780663655922	ELEVATE ELEMENTARY SCIENCE 2020 CALIFORNIA SAN BERN SEGMENTS MATERIALS KIT PLUS REFILL KIT YEARS 2/7 GRADE 4	\$4,593.27	0	6	\$0.00	\$27,559.62

Lakeside Union Sch District

ISBN	Description	Price	Free Qty	Charged Qty	Free Amount	Total Charged
9780768589092	** ELEVATE ELEMENTARY SCIENCE 2020 CALIFORNIA STUDENT EDITION SEGMENTS 7-YEAR + DIGITAL COURSEWARE 7-YEAR LICENSE GRADE 4	\$92.97	0	210	\$0.00	\$19,523.70
9780134980355	** ELEVATE ELEMENTARY SCIENCE 2020 CALIFORNIA NEW TEACHER EDITION GRADE 4	\$150.97	6	0	\$905.82	\$0.00
9780768596755	** ELEVATE ELEMENTARY SCIENCE 2020 CALIFORNIA SEGMENT ACTIVITY CARDS GRADE 4	\$133.97	6	0	\$803.82	\$0.00
9780768562248	** ELEVATE ELEMENTARY SCIENCE 2020 CALIFORNIA LEVELED READER CLASSROOM LIBRARY GRADE 4	\$480.03	0	6	\$0.00	\$2,880.18
elevateScience™ K-5 for California ©2020 - Grade 4 Subtotal					\$ 1,709.64	\$ 49,963.50
Elevate Science K-5 Subtotal					\$ 11,179.10	\$ 299,258.44
Solution Subtotal					\$ 11,679.10	\$ 340,742.08
Shipping and Handling						\$ 17,359.01
					Total	\$ 358,101.09

** Contract Pricing has been applied to these items

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Mail: PO Box 6820, Chandler, AZ 85246

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QUOTE PREPARED FOR:

Lake Side Union Sch Dist
14535 OLD RIVER RD
BAKERSFIELD, CA 93311-9756
ACCOUNT NUMBER: 191435

SUBSCRIPTION/DIGITAL CONTACT:

Valerie Hudson

CONTACT:

Valerie Hudson

SALES REP INFORMATION:

Tracey Morris
tracey.morris@mheducation.com

Section Summary	Value of All Materials	Free Materials	Product Subtotal
CA Inspire Science: Earth & Space Science Grade 6	\$35,276.59	(\$1,930.95)	\$33,345.64
CA Inspire Science: Life Science Grade 7	\$26,674.67	(\$643.65)	\$26,031.02
CA Inspire Science: Physical Science Grade 8	\$30,785.47	(\$643.65)	\$30,141.82
PRODUCT TOTAL*	\$92,736.73	(\$3,218.25)	\$89,518.48
ESTIMATED S&H**			\$0.00
ESTIMATED TAX**			\$7,385.28
GRAND TOTAL*			\$96,903.76

* Price firm for 45 days from quote date. Price quote must be attached to school purchase order to receive the quoted price and free materials.

**Shipping and handling charges shown are only estimates. Actual shipping and handling charges will be applied at time of order. Taxes shown are only estimates. If applicable, actual tax charges will be applied at time of order.

Comments:

PLEASE INCLUDE THIS PROPOSAL WITH YOUR PURCHASE ORDER

SEND ORDER TO:

McGraw Hill LLC | PO Box 182605 | Columbus, OH 43218-2605
Email: orders_mhe@mheducation.com | Phone: 1-800-338-3987 | Fax: 1-800-953-8691

QUOTE DATE: 04/07/2022
QUOTE NUMBER: HFISH-04072022-027

ACCOUNT NAME: Lake Side Union Sch Dist
ACCOUNT #: 191435

EXPIRATION DATE: 05/22/2022
PAGE #: 1



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Product Description	ISBN	Qty	Unit Price	Free Materials	Line Subtotal
CA Inspire Science: Earth & Space Science Grade 6					
<u>Student Resources</u>					
CALIFORNIA INSPIRE SCIENCE EARTH & SPACE PREMIUM PRN & DGT 8YR BNDL W/SYNCLASTS	978-0-07-702052-1	175	\$164.77	\$0.00	\$28,834.75
Student Resources Subtotal:				\$0.00	\$28,834.75

<u>Teacher Resources</u>					
CALIFORNIA SCIENCE EARTH SCIENCE TEACHER EDITION	978-0-07-683039-8	3	\$96.30	\$288.90	*Free Materials
INSPIRE EARTH SCIENCE CALIFORNIA GRADE 6 TEACHER EDITION VOLUME 2	978-0-07-684716-7	3	\$96.30	\$288.90	*Free Materials
INSPIRE EARTH SCIENCE CALIFORNIA GRADE 6 TEACHER EDITION VOLUME 3	978-0-07-684717-4	3	\$96.30	\$288.90	*Free Materials
INSPIRE EARTH SCIENCE CALIFORNIA GRADE 6 TEACHER EDITION VOLUME 4	978-0-07-684718-1	3	\$96.30	\$288.90	*Free Materials
CALIFORNIA SCIENCE EARTH SCIENCE ETEACHER EDITION 8 YEAR SUBSCRIPTION	978-0-07-683057-2	3	\$180.00	\$540.00	*Free Materials
INSPIRE SCIENCE STUDYSYNC CALIFORNIA BLASTS ADD-ON TEACHER 8Y SUBSCRIPTION (OLP)	978-0-07-702104-7	3	\$25.00	\$75.00	*Free Materials
CA INSPIRE SCIENCE EARTH AND SPACE INSPIRING CAST SUCCESS GUIDE	978-0-07-683047-3	3	\$21.38	\$64.14	*Free Materials
INSPIRE EARTH SCIENCE CA GRADE 6 POSTER PACK	978-0-07-684814-0	3	\$21.38	\$64.14	*Free Materials
CALIFORNIA INSP SCNCE ERTH & SPCE LIFE PHYS G6-8 TEACHER PROGRAM GUIDE	978-0-07-686972-5	3	\$10.69	\$32.07	*Free Materials
INSPIRE SCIENCE EARTH AND SPACE COLLABORATION KIT UNITS 1-4 BUNDLE 9 BOXES	978-0-07-687465-1	3	\$1,503.63	\$0.00	\$4,510.89
Teacher Resources Subtotal:				\$1,930.95	\$4,510.89
CA Inspire Science: Earth & Space Science Grade 6 Subtotal:				\$1,930.95	\$33,345.64

PLEASE INCLUDE THIS PROPOSAL WITH YOUR PURCHASE ORDER

SEND ORDER TO:

McGraw Hill LLC | PO Box 182605 | Columbus, OH 43218-2605
Email: orders_mhe@mheducation.com | Phone: 1-800-338-3987 | Fax: 1-800-953-8691

QUOTE DATE: 04/07/2022
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ACCOUNT NAME: Lake Side Union Sch Dist
ACCOUNT #: 191435

EXPIRATION DATE: 05/22/2022
PAGE #: 2



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Product Description	ISBN	Qty	Unit Price	Free Materials	Line Subtotal
CA Inspire Science: Life Science Grade 7					
<u>Student Resources</u>					
CALIFORNIA SCIENCE LIFE SCIENCE LIFE PREMIUM PRINT & DIGITAL 8 YR BUNDLE W/SYNCLASTS	978-0-07-702003-3	152	\$164.77	\$0.00	\$25,045.04
Student Resources Subtotal:				\$0.00	\$25,045.04
<u>Teacher Resources</u>					
CALIFORNIA SCIENCE LIFE SCIENCE TEACHER EDITION	978-0-07-683044-2	1	\$96.30	\$96.30	*Free Materials
INSPIRE LIFE SCIENCE CALIFORNIA GRADE 7 TEACHER EDITION VOLUME 2	978-0-07-684719-8	1	\$96.30	\$96.30	*Free Materials
INSPIRE LIFE SCIENCE CALIFORNIA GRADE 7 TEACHER EDITION VOLUME 3	978-0-07-684720-4	1	\$96.30	\$96.30	*Free Materials
INSPIRE LIFE SCIENCE CALIFORNIA GRADE 7 TEACHER EDITION VOLUME 4	978-0-07-684721-1	1	\$96.30	\$96.30	*Free Materials
CALIFORNIA SCIENCE LIFE SCIENCE ETEACHER EDITION 8 YEAR SUBSCRIPTION	978-0-07-683061-9	1	\$180.00	\$180.00	*Free Materials
INSPIRE SCIENCE STUDYSYNC CALIFORNIA BLASTS ADD-ON TEACHER 8Y SUBSCRIPTION (OLP)	978-0-07-702104-7	1	\$25.00	\$25.00	*Free Materials
CA INSPIRE SCIENCE LIFE INSPIRING CAST SUCCESS GUIDE	978-0-07-683048-0	1	\$21.38	\$21.38	*Free Materials
INSPIRE LIFE SCIENCE CA GRADE 7 POSTER PACK	978-0-07-684817-1	1	\$21.38	\$21.38	*Free Materials
CALIFORNIA INSP SCNCE EARTH & SPACE LIFE PHYS G6-8 TEACHER PROGRAM GUIDE	978-0-07-686972-5	1	\$10.69	\$10.69	*Free Materials
INSPIRE SCIENCE LIFE STRCTR & FNCTN G7 COLLABORATION KIT U1-4 BUNDLE	978-0-07-687220-6	1	\$985.98	\$0.00	\$985.98
Teacher Resources Subtotal:				\$643.65	\$985.98
CA Inspire Science: Life Science Grade 7 Subtotal:				\$643.65	\$26,031.02

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ACCOUNT NAME: Lake Side Union Sch Dist
ACCOUNT #: 191435

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PAGE #: 3



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Product Description	ISBN	Qty	Unit Price	Free Materials	Line Subtotal
CA Inspire Science: Physical Science Grade 8					
Student Resources					
CALIFORNIA INSPIRE SCIENCE PHYSICAL PREMIUM PRINT & DIGITAL 8YRBN DL W/SYNCLASTS	978-0-07-701967-9	167	\$164.77	\$0.00	\$27,516.59
Student Resources Subtotal:				\$0.00	\$27,516.59
Teacher Resources					
CALIFORNIA SCIENCE PHYSICAL SCIENCE TEACHER EDITION	978-0-07-683045-9	1	\$96.30	\$96.30	*Free Materials
INSPIRE PHYSICAL SCIENCE CALIFORNIA GRADE 8 TEACHER EDITION VOLUME 2	978-0-07-684722-8	1	\$96.30	\$96.30	*Free Materials
INSPIRE PHYSICAL SCIENCE CALIFORNIA GRADE 8 TEACHER EDITION VOLUME 3	978-0-07-684723-5	1	\$96.30	\$96.30	*Free Materials
INSPIRE PHYSICAL SCIENCE CALIFORNIA GRADE 8 TEACHER EDITION VOLUME 4	978-0-07-684724-2	1	\$96.30	\$96.30	*Free Materials
CALIFORNIA SCIENCE PHYSICAL SCIENCE ETEACHER EDITION 8 YEAR SUBSCRIPTION	978-0-07-683043-5	1	\$180.00	\$180.00	*Free Materials
INSPIRE SCIENCE STUDYSYNC CALIFORNIA BLASTS ADD-ON TEACHER 8Y SUBSCRIPTION (OLP)	978-0-07-702104-7	1	\$25.00	\$25.00	*Free Materials
CA INSPIRE SCIENCE PHYSICAL INSPIRING CAST SUCCESS GUIDE	978-0-07-683051-0	1	\$21.38	\$21.38	*Free Materials
INSPIRE PHYSICAL SCIENCE CA GRADE 8 POSTER PACK	978-0-07-684818-8	1	\$21.38	\$21.38	*Free Materials
CALIFORNIA INSP SCNCE ERTH & SPCE LIFE PHYS G6-8 TEACHER PROGRAM GUIDE	978-0-07-686972-5	1	\$10.69	\$10.69	*Free Materials
INSPIRE SCIENCE PHYSICAL SCIENCE COLLABORATION KIT UNITS 1-4 BUNDLE 7 BOXES	978-0-07-687460-6	1	\$2,625.23	\$0.00	\$2,625.23
Teacher Resources Subtotal:				\$643.65	\$2,625.23
CA Inspire Science: Physical Science Grade 8 Subtotal:				\$643.65	\$30,141.82

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PAGE #: 4



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QUOTE PREPARED FOR:

Lake Side Union Sch Dist
14535 OLD RIVER RD
BAKERSFIELD, CA 93311-9756
ACCOUNT NUMBER: 191435

CONTACT:

Valerie Hudson

VALUE OF ALL MATERIALS	\$92,736.73
FREE MATERIALS	(\$3,218.25)
PRODUCT TOTAL*	\$89,518.48
ESTIMATED SHIPPING & HANDLING**	\$0.00
ESTIMATED TAX**	\$7,385.28
GRAND TOTAL	\$96,903.76

SUBSCRIPTION/DIGITAL CONTACT:

Valerie Hudson

Comments:

* Price firm for 45 days from quote date. Price quote must be attached to school purchase order to receive the quoted price and free materials.

**Shipping and handling charges shown are only estimates. Actual shipping and handling charges will be applied at time of order. Taxes shown are only estimates. If applicable, actual tax charges will be applied at time of order.

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PAGE #: 5



Universal Prekindergarten Planning and Implementation Grant Program

Background

LEAs are encouraged to use this template to fulfill the EC Section 8281.5 requirement to create a UPK Plan that articulates how the LEA will facilitate access to full-day learning for all children the year before kindergarten, including their partnerships with CSPP, Head Start, other preschool partners, and extended learning and care partners. The CDE will disseminate a survey to collect responses to the required questions in this template following the June 30, 2022, deadline for presenting plans to the local governing board.

As a condition of receipt of apportionment, school districts and charter schools must implement universally available TK for all four-year-old children by 2025–26 (EC 48000[c][1]). LEAs are encouraged to consider how this implementation timeline will impact elements of their UPK Plan, including whether implementing UTK on a fast timeline will allow the LEA to reach economies of scale with regard to the number of classrooms and TK teachers needed. The table below illustrates the UTK implementation timeline, including eligibility and ratios.

Table: TK Eligibility, Ratio, and Class Size Requirements by Fiscal Year

Type of Requirement	2021–22	2022–23	2023–24	2024–25	2025–26
Eligibility	Turn five between September 2 and December 2; at district discretion, turn five between December 3 and the end of the school year	Turn five between September 2 and February 2; at district discretion, turn five between February 3 and the end of the school year	Turn five between September 2 and April 2; at district discretion, turn five between April 3 and the end of the school year	Turn five between September 2 and June 2; at district discretion, turn five between June 3 and the end of the school year	Turn four by September 1
Ratios	Not specified	1:12	1:10**	1:10**	1:10**
Class Size	24	24	24	24	24

* average class size across the school site

** Subject to future legislative appropriation

Self-Certification

In the data collection survey submitted to the CDE, LEAs must self-certify they developed a plan that was presented for consideration by the governing board or body at a public meeting on or before June 30, 2022, for how all children in the attendance area of the LEA will have access to full-day learning programs the year before kindergarten that meet the needs of parents, including through partnerships with the LEA's expanding learning offerings, ASES, CSPP, Head Start programs, and other community-based early learning and care programs.

LEA Name	Contact Name and Title of the Individual Self-Certifying the Statement Above	Email	Phone
Lakeside Union School District	Ty Bryson, Superintendent	tbryson@lakesideusd.org	661-831-3503

Projected Enrollment and Needs Assessment

Table: Projected Student Enrollment

Type of Student	2019–20	Current (TK-eligible children turn five between September 2 and December 2, inclusive)	2022–23 (TK-eligible children turn five between September 2 and February 2, inclusive)	2023–24 (TK-eligible children turn five between September 2 and April 2, inclusive)4	2024–25 (TK-eligible children turn five between September 2 and June 2, inclusive)	2025–26 (TK-eligible children turn four by September 1)
TK Students	30	41	65	90	105	130
CSPP (if applicable)	N/A	N/A	N/A	N/A	N/A	N/A

Table: Facilities Estimates (Cumulative)

Type of Facility	2019–20	Current	2022–23	2023–24	2024–25	2025–26
TK Classrooms	2	2	3	4	5	6
CSPP Classrooms	N/A	N/A	N/A	N/A	N/A	N/A
Head Start or Other Early Learning and Care Classrooms	N/A	N/A	N/A	N/A	N/A	N/A

Table: Staffing Estimates (Cumulative)

Type of Staff	2019–20	Current	2022–23	2023–24	2024–25	2025–26
TK	2	2	3	4	5	6
TK Teacher's Assistants	1	1	3	4	5	6
CSPP (if applicable)	N/A	N/A	N/A	N/A	N/A	N/A

Type of Staff	2019–20	Current	2022–23	2023–24	2024–25	2025–26
Other CSPP Classroom Staff (if applicable)	N/A	N/A	N/A	N/A	N/A	N/A
Early Education District-level staffing (if applicable)	N/A	N/A	N/A	N/A	N/A	N/A

Table: Projected Number of TK Students Utilizing Extended Learning and Care

2019–20	Current	2022–23	2023–24	2024–25	2025–26
4	4	8	16	16	16

Focus Area A: Vision and Coherence

In order to provide equity of access for all students and their families, it is vital for the LEA, in partnership with early learning and care programs, to develop a coherent educational system that begins with UPK, includes access to TK and other options for all four-year-old children, and provides nine hours of programming per day through a combination of instructional time and extended learning and care opportunities for those families who choose this option.

In planning for UPK, consider how the LEA's administrative structure will support school leadership in building connections between them and expanded learning programs as well as early learning and care programs (CSPP, Head Start, other subsidized or privately administered preschool and child care programs) to provide UPK programming and before school and after-school, intersession, and summer learning and care.

1. Which of the following model(s) of service delivery does the LEA plan to implement for UPK for all four-year-old children, including classes fully inclusive of children with disabilities, to provide access to the least restrictive environment for learning? [select all that apply]
 - a. TK offered at all sites ☒
 - b. TK offered at some sites
 - c. TK stand-alone classes ☒
 - d. TK and kindergarten combination classes ☒
 - e. CSPP and TK combination classes (CSPP funding and ADA funding)
 - f. Locally-funded preschool and TK combination classes
 - g. CSPP stand-alone classes
 - h. Head Start stand-alone classes
 - i. Other [describe, open response]

2. Does the LEA plan to implement full-day TK, part-day TK, or both?¹ [select one]

- a. Full Day TK ☒
- b. Part Day TK
- c. Both

3. Describe how the model(s) of service delivery selected in the preceding two questions will be implemented across the LEA's sites and why.

The LEA has no plans to begin or expand a CSPP contract.

4. Does the LEA plan to begin operating a CSPP or expand its current CSPP contract? [select one]

- a. Yes - the LEA applied to expand its existing CSPP contract in 2022–23
- b. Yes - the LEA applied for a new CSPP contract in 2022–23
- c. Yes - the LEA will apply to expand its existing CSPP contract in future years (if funding is appropriated by the legislature)
- d. Yes - the LEA plans to apply to administer a CSPP contract in future years (if funding is appropriated by the legislature)
- e. No - the LEA has no plans to begin or expand a CSPP contract in future years ☒
- f. No - the LEA plans to relinquish or reduce CSPP services in future years

5. If the LEA answered yes in question four, what age of children does the LEA plan to serve through a CSPP contract? [select all that apply]

- a. Three-year-old children
- b. Four-year-old children who will not be enrolled in TK in the current school year
- c. Four-year-old children who will be enrolled in early admittance TK on their fifth birthday but who are not yet enrolled because their birthday does not fall in the range for which LEAs are fully funded to support TK. (Note: children whose birthdays fall outside of this range can be served in TK at LEA option from the beginning of the school year, but LEAs only generate ADA after the child's fifth birthday.)
- d. Four-year-old children who are enrolled in TK, including early admittance TK (CSPP would provide extended learning and care in addition to the TK instructional day).

¹ The minimum length of instructional time that must be offered to constitute a school day is 180 minutes (*EC* sections 46117 and 46201). By statute, the maximum school day in kindergarten is four hours ("part day") (*EC* Section 46111). However, *EC* Section 8973 allows schools that have adopted an early primary program (extended-day kindergarten or "full day") to exceed four hours. Furthermore, *EC* Section 48000 states that a TK shall not be construed as a new program or higher-level service. In general, the number of required instructional minutes for TK is 36,000 minutes per year.

6. Please indicate if the LEA plans to serve students eligible for early admittance TK, for children whose fifth birthday occurs after the enrollment date for the year of implementation (see implementation timeline above)?

a. 2022–23 (Birthdays February 3 or after) [select one]

i. Yes

ii. No ☒

iii. Maybe

b. 2023–24 (Birthdays April 3 or after) [select one]

i. Yes

ii. No ☒

iii. Maybe

c. 2024–25 (Birthdays June 3 or after) [select one]

i. Yes

ii. No ☒

iii. Maybe

Focus Area B: Community Engagement and Partnerships

To successfully implement UPK and create a P–3 continuum, LEAs will need to cultivate relationships and collaborate with both internal and external partners.

1. Identify which of the following opportunities the LEA implemented to obtain public input on the UPK Plan. [Select all that apply]

a. Parent Teacher Association Meetings

b. Family or parent surveys ☒

c. English Learner Advisory Committee (ELAC) ☒

d. District English Learner Advisory Committee (DELAC) ☒

e. Special Education Local Plan Area (SELPA)

f. School Site Council ☒

g. District Advisory Committee

h. LCAP educational partners input sessions ☒

- i. Tribal Community input session
 - j. Co-hosting events with community-based organizations (CBOs)
 - k. Hosting meet and greets with the early learning and care community
 - l. LPC Meetings
 - m. Local Quality Counts California (QCC) consortia meetings
 - n. First 5 County Commission meetings
 - o. Community Advisory Committee (CAC)
 - p. Head Start Policy Council meetings
 - q. Collaboration with parent engagement centers (for example, Parent Training and Information Center [PTIC], Community Parent Resource Center [CPRC], Family Empowerment Centers [FEC])
 - r. Other [describe, open response]
2. Select which programs the LEA plans to combine with the TK instructional day to offer a minimum of nine hours per day of programming (instructional day plus programming) for children whose families opt in for extended learning and care. [select all that apply]
- a. Expanded learning programs on an LEA site (ASES, 21st Century Community Learning Centers [21st CCLC], ELO-P) ☒
 - b. Expanded learning programs at a CBO site (ASES, 21st CCLC, ELO-P)
 - c. CSPP (on an LEA site)
 - d. CSPP (at a CBO site)
 - e. LEA- or locally-funded preschool
 - f. Head Start
 - g. LEA preschool funded with Title I of the Every Student Succeeds Act funds
 - h. Other CBO preschool
 - i. State subsidized child care (not including CSPP)
 - j. Other [describe, open response] Boys & Girls Club of America ☒

Focus Area C: Workforce Recruitment and Professional Learning

Based on the projected enrollment and needs described in Focus Area A, LEAs should create a plan to recruit, train, and support the new TK, preschool, early learning and care, and expanded learning staff needed to support full-day early education options for all children the year before kindergarten.

(Note: All LEAs will need to plan for workforce development considerations as part of this planning work. There is a separate \$100 million allocation for the Prekindergarten Planning and Implementation Grant – Competitive, also known as the Early Education Teacher Development Grant, that will be competitively awarded and is not part of this planning template.)

EC Section 48000(g)(4) specifies that credentialed teachers who are first assigned to a TK classroom after July 1, 2015, have, by August 1, 2023, one of the following:

- a. At least 24 units in early childhood education, or childhood development, or both.
- b. As determined by the LEA employing the teacher, professional experience in a classroom setting with preschool age children that is comparable to the 24 units of education described in subparagraph (a).
- c. A Child Development Teacher Permit issued by the CTC.

EC Section 8295 specifies that teachers in CSPP shall either possess a permit issued by the CTC authorizing service in the care, development, and instruction of children in a child care and development program; or meet the following criteria:

- a. Possess a current credential issued by the CTC authorizing teaching service in elementary school or a single subject credential in home economics; and
- b. Possess twelve units in early childhood education or child development, or both, or two years' experience in early childhood education or a child care and development program.

1. Which of the following strategies does the LEA intend to use to support diverse and effective prospective TK teachers, including multilingual educators, to earn a Multiple Subject Teaching Credential? [select all that apply]

- a. Partner with one or more local Institutions of higher education (IHEs) or the COE to help support teachers holding less than a full credential to complete requirements to earn a preliminary Multiple Subject Teaching Credential ☒
- b. Apply for a California Classified School Employee Teacher Credentialing Program grant (<https://www.ctc.ca.gov/educator-prep/grant-funded-programs/Classified-Sch-Empl-Teacher-Cred-Prog>) on your own, with your COE, as part of a new collaborative, or by joining an existing Classified grant program to recruit teachers
- c. Apply for a California Teacher Residency Grant Program (<https://www.ctc.ca.gov/educator-prep/grant-funded-programs/teacher-residency-grant-program>) on your own, as part of a new collaborative, or by joining an existing Teacher Residency Grant Program to recruit and prepare individuals with a bachelor's degree who want to become teachers in your LEA
- d. Join an existing intern preparation program to recruit and prepare teachers for your LEA ☒
- e. Join an existing apprenticeship cohort program to recruit and prepare teachers for your LEA

- f. Establish a relationship with other local LEAs to establish pathways for high school students interested in a career in CSPP or in P–3 teaching through clubs, registered apprenticeships, or other such early recruitment opportunities
 - g. Partner with the California Center on Careers to contact registrants who might be interested in becoming teachers for your LEA
 - h. Provide information on scholarship and grant opportunities to CSPP and other staff interested in providing extended learning and care services
 - i. Apply for workforce development funding and competitive grant opportunities from the CDE
 - j. Provide a stipend for tuition and fees for coursework leading to a Multiple Subject Teaching Credential
 - k. Provide advising on credential requirements and options for how to meet these requirements ☒
 - l. Collaborate with IHEs to offer unit-bearing coursework at a local LEA site during times that work for teachers and other interested staff members [list IHEs, open response]
 - m. Partner with a local IHE to provide other services to candidates seeking to earn a Multiple Subject Teaching Credential
 - n. Partner with a COE to provide other services to candidates seeking to earn a multiple subject credential
 - o. Other [describe, open response]
 - p. None of the above, the LEA currently has enough Multiple Subject Teaching Credential holders to meet the need for TK educators
2. Which of the following strategies does the LEA intend to employ to support diverse and effective prospective TK teachers, including multilingual educators, to meet the requirements under *EC* Section 48000(g)(4)? [select all that apply]
- a. Partner with a local IHE offering eligible early childhood education or childhood development coursework
 - b. Partner with an IHE or COE to operate cohort models for LEA teachers earning 24 units
 - c. Provide information on scholarship and grant opportunities
 - d. Apply for workforce development funding and grant opportunities
 - e. Provide a stipend for tuition, fees, and other programmatic costs associated with obtaining credit-based coursework or a degree
 - f. Provide a stipend for tuition, fees, and other programmatic costs associated with obtaining a Child Development Teacher Permit

- g. Provide advising on requirements and how to meet the requirements ☒
 - h. Offer unit-bearing IHE coursework at a local LEA site during times that work for teachers
 - i. Develop or work with an established mentorship program to support new TK teachers
 - j. Other [describe, open response]
 - k. None of the above; the LEA currently has enough Multiple Subject Teaching Credential holders who have at least 24 units in early childhood education, or childhood development, or both; professional experience in a classroom setting with preschool-age children that is comparable to the 24 units of education described in subparagraph (a); or a Child Development Teacher Permit issued by the CTC
3. Which of the following strategies does the LEA intend to employ to support diverse and effective prospective **CSPP** teachers, including multilingual educators, to obtain a Child Development Teacher Permit [select all that apply]
- a. Partner with a local IHE offering eligible early childhood education or childhood development coursework
 - b. Partner with an IHE or COE to operate cohort models for educators working towards a Child Development Teacher Permit
 - c. Provide information on scholarship and grant opportunities
 - d. Apply for workforce development funding and grant opportunities
 - e. Provide a stipend for tuition, fees, and other programmatic costs associated with obtaining credit-based coursework or a degree
 - f. Provide a stipend for tuition, fees, and other programmatic costs associated with obtaining a Child Development Teacher Permit
 - g. Provide advising on requirements and planning for how to meet the Child Development Teacher Permit requirements
 - h. Offer unit-bearing coursework at a local district site during times that work for teachers
 - i. Other [describe, open response]
 - j. None of the above, the LEA is not planning to support prospective CSPP educators in obtaining a Child Development Teacher Permit ☒
4. On which child observational assessments does the LEA intend to offer professional learning to TK, CSPP, and other early education teachers during the 2022–23 school year? [select all that apply]
- a. Ages & Stages Questionnaire (ASQ)
 - b. BRIGANCE Early Childhood Screen

- c. Desired Results Developmental Profile (DRDP) ☒
- d. Developmental Reading Assessment (DRA)
- e. LEA-based, grade level benchmarks and a report card ☒
- f. Teaching Strategies GOLD (TS GOLD)
- g. Work Sampling System (WSS)
- h. Other [describe, open response]
- i. The LEA does not plan to offer professional learning on child observational assessments

5. On what topics does the LEA intend to offer professional learning regarding early childhood education to site leaders and principals? [select all that apply]

- a. Effective adult-child interactions
- b. Children's literacy and language development (aligned with the Preschool Learning Foundations and Frameworks) ☒
- c. Children's developing math and science (aligned with the *California Preschool Learning Foundations* and the *California Preschool Curriculum Frameworks*) ☒
- d. Children's social-emotional development (aligned with the *California Preschool Learning Foundations* and the *California Preschool Curriculum Frameworks*) ☒
- e. Implicit bias and culturally- and linguistically-responsive practice
- f. ACEs and trauma- and healing-informed practice
- g. Curriculum selection and implementation ☒
- h. Creating developmentally-informed environments ☒
- i. Administration and use of child assessments to inform instruction ☒
- j. Support for multilingual learners, including home language development and strategies for a bilingual classroom ☒
- k. Serving children with disabilities in inclusive settings, including Universal Design for Learning ☒
- l. Engaging culturally- and linguistically-diverse families ☒
- m. Other [describe, open response]
- n. Site leaders and principals will not be offered professional learning on early childhood education

Focus Area D: Curriculum, Instruction, and Assessment

It is critical for each LEA and preschool program partner to plan for how they will develop or select curriculum or curricula that are developmentally-informed and aligned with the strengths of all students, including multilingual students and students with disabilities, as well as how they will ensure curricula are implemented with fidelity to support intentional, quality instruction for all students. LEAs and preschool program partners should consider how they will provide coherent, culturally- and linguistically-responsive UPK curriculum or curricula anchored in the *California Preschool Learning Foundations* (<https://www.cde.ca.gov/sp/cd/re/psfoundations.asp>) and the *California Preschool Curriculum Frameworks* (<https://www.cde.ca.gov/sp/cd/re/psframework.asp>) to support the development of skills across the domains outlined in those documents.

1. Does the LEA plan to provide any of the following language model(s) for TK students? [select all that apply]
 - a. Dual language program with a language allotment² of 50/50 [open response for language offered]
 - b. Dual language program with a language allotment of 90/10 [open response for language offered]
 - c. Dual language program with a language allotment of 80/20 [open response for language offered]
 - d. Dual language program with a language allotment of 70/30 [open response for language offered]
 - e. English-only instruction with home-language support ☒
 - f. None
 - g. Other [describe, open response]
2. If the LEA administers CSPP, does it plan to provide any of the following language model(s) for CSPP students? [select all that apply]
 - a. Dual language program with a language allotment³ of 50/50 [open response for language offered]
 - b. Dual language program with a language allotment of 90/10 [open response for language offered]
 - c. Dual language program with a language allotment of 80/20 [open response for language offered]

² The percentage of instructional time spent on the target language and English (e.g., in a 50/50 Spanish/English program, 50% of instructional time is spent on each language).

³ The percentage of instructional time spent on the target language and English (e.g., in a 50/50 Spanish/English program, 50% of instructional time is spent on each language).

- d. Dual language program with a language allotment of 70/30 [open response for language offered]
 - e. English-only instruction with home-language support
 - f. None
 - g. Other [describe, open response]
3. Identify methods the LEA plans to use to support the development of social-emotional learning and executive function skills through specific instruction in these areas and by embedding and reinforcing this instruction in all curriculum areas. [select all that apply]
- a. Provide training for staff on the Center on the Social Emotional Foundations for Early Learning (CSEFEL) Pyramid Model
 - b. Implement the CSEFEL Pyramid Model in the classroom
 - c. Designing developmentally-appropriate learning environments to allow for individual and group activities that promote social-emotional learning and executive function skills (for example, use students' pictures or words in daily routines, feelings charts) ☒
 - d. Promote learning through play as a context for social and emotional development, including social play with teachers and peers in small or large group settings ☒
 - e. Use developmental observations to identify children's emerging skills and support their development through daily interactions ☒
 - f. Development of lesson plans or use of a curriculum that includes specific and targeted social-emotional learning and executive function activities throughout the day of instruction ☒
 - g. Staff development opportunities encouraging reflective practice and cross-level support for instruction specific to social-emotional learning and executive function skills ☒
 - h. Offer open-ended, self-directed learning opportunities that foster individual interests and curiosity and new learning ☒
4. What instructional practices does the LEA plan to implement to support children with disabilities in UPK programming? [select all that apply]
- a. Implement Universal Design for Learning
 - b. Provide adaptations to instructional materials ☒
 - c. Provide specialized services (for example, occupational therapy, physiotherapy, speech and language pathology therapy) in the classroom with peer models ☒
 - d. Implement social-emotional strategies, such as the Pyramid Model, CSEFEL, and others ☒
 - e. Provide additional staff to support participation in instruction ☒

- f. Other [open response]
5. What assessments does the LEA plan to use in TK or kindergarten? [select all that apply]
- a. ASQ
 - b. BRIGANCE Early Childhood Screen
 - c. DRDP
 - d. DRA
 - e. LEA-based grade level benchmarks and a report card
 - f. TS GOLD
 - g. WSS
 - h. Other: The assessments the LEA plans to use in TK or Kindergarten are as follows:
Core Growth, Dynamic Indicator of Basic Early Literacy Skills, Renaissance STAR Early Literacy
 - i. The LEA does not plan to use a common TK assessment
 - j. Unsure

Focus Area E: LEA Facilities, Services, and Operations

It is critical to ensure that LEA facilities, services, and operations are thoughtfully aligned to support the implementation of UPK and movement towards a P–3 continuum. It is also critical for early education programs currently operating to continue to be a part of California’s mixed-delivery system by creating shared space, blending funding and coordinating service delivery.

For Facilities:

For facilities planning, draw on the Projected Enrollment and Needs Assessment section of this document and the LEA’s Facilities Master Plan. The objectives of this section are to identify the availability of space for UPK, the adequacy of available space to meet the kindergarten facilities standards for meeting the needs of young children, and, if needed, to update the Facilities Master Plan to address any unmet need for developmentally-appropriate space.

1. To support an overall increase in UPK access, what efforts does the LEA plan to make to prevent the displacement of any early education programs on LEA campuses, including both LEA-administered and non-LEA-administered programs?

The district does not anticipate displacing early education programs on LEA campuses.

2. Does the LEA have adequate classroom space to meet the Projected Enrollment of TK students listed in the Projected Enrollment and Needs Assessment section of this document, for the respective implementation year? [multiple choice]

a. Yes

b. No ☒

i. If no, how many more classrooms does the LEA need?

The LEA will need three more classrooms based on projected enrollment.

ii. If no, how might the LEA provide classrooms in the timeframe needed?

The LEA will need to purchase portables to accommodate for the increased enrollment.

3. Does the space meet the kindergarten standards described in *California Code of Regulations*, Title 5, Section 14030(h)(2)? [multiple choice]

a. Yes

b. No ☒

i. If no, what modifications need to be made? What resources are needed to make them? (See Facilities Grant Program Funding at <https://www.dgs.ca.gov/OPSC/Services/Page-Content/Office-of-Public-School-Construction-Services-List-Folder/Access-Full-Day-Kindergarten-Facilities-Grant-Program-Funding>)

The LEA will need to purchase portables or build classrooms to meet the kindergarten standards described in *California Code of Regulations*, Title 5, Section 14030(h)(2).

4. Does the space contain necessary adaptive equipment, assistive technology, or other accommodations to ensure children with disabilities have access to education in the least restrictive environment? [multiple choice]

a. Yes ☒

b. No

i. If no, what modifications need to be made? What resources are needed to provide equipment or accommodations? [describe, open response]

5. Does the LEA's Facilities Master Plan adequately address the need for UPK programming? [multiple choice]

a. Yes ☒

b. No

i. If no, what process will the LEA use to update the Facilities Master Plan to accommodate future TK and early education programming? [describe, open response]

6. In which of the following areas does the LEA intend to make updates to facilities? [select all that apply]
- a. Turfed area ☒
 - b. Paved area ☒
 - c. Apparatus area
 - d. Land required for buildings and grounds ☒
 - e. Total square feet required ☒
 - f. None of the above
7. What transportation will the LEA offer to children enrolled in TK? [select all that apply]
- a. Transportation to and from the TK program
 - b. Transportation from the TK program to an extended learning and care opportunity on another LEA site
 - c. Transportation from the TK program to an extended learning and care opportunity on a non-LEA site (for example, a CBO that operates a preschool program)
 - d. No transportation will be provided ☒
8. Will the LEA offer transportation to transport TK children to extended learning and care opportunities that are at other sites than the one the child is enrolled at for TK?

The LEA will not be offering transportation to transport TK children to extended learning and care opportunities that are at other sites than the one the child is enrolled

Technical Assistance Questions

The CDE is collecting information on the type(s) and topics of technical assistance that LEAs need to support implementation of a robust UPK Plan and effective UPK program. This information will be used to leverage existing resources and inform future technical assistance opportunities provided by CDE partners, including COEs, to help ensure that the needs of LEAs are met.

The following questions are optional. However, unlike the recommended questions included in Focus Areas A through E, the CDE will be collecting any information that LEAs wish to provide in response to these questions via the survey that the CDE administers to collect the required data questions above.

1. What technical assistance would be most helpful related to projecting enrollment and assessing needs? [select all that apply]
- a. Support for parent surveys to gauge interest in service delivery models ☒

- b. Data analysis capacity building to support staff to refine enrollment projections based on community context
 - c. Information on program eligibility requirements to project enrollment across programs
2. What technical assistance would be most helpful related to the elements included in Focus Area A: Vision and Coherence? [select all that apply]
- a. Adjusting classroom practices to support the district's UPK model (for example, mixed-age classrooms) ☒
 - b. Creating inclusive classrooms, including implementing Universal Design for Learning ☒
 - c. Templates or framework for drafting a P–3 vision that partners and parents support ☒
 - d. Models for administrative structures that support effective UPK programs and facilitate connections with the ELO-P and non-LEA-administered early learning and care programs ☒
 - e. Support for developing and applying to administer a CSPP contract
 - f. Technical assistance on how to integrate UPK and P–3 in the district LCAP ☒
 - g. Guidance on best practices for smooth transitions through the P–3 continuum ☒
 - h. Considerations for TK early admittance ☒
3. What technical assistance would be most helpful related to the elements included in Focus Area B: Community Engagement and Partnerships? [select all that apply]
- a. Support for parent surveys and engagement activities to understand parent needs and support authentic choice ☒
 - b. Support for community engagement activities including best practices for coordination with LPCs, Local QCC Consortia, First 5 County Commissions, Head Start Policy Councils and other early learning and care leadership tables ☒
 - c. Guidance on best practices for enrolling more children with disabilities in UPK classrooms and providing services in inclusive settings
 - d. Strategies for meeting the ELO-P requirements through different models of extended learning and care, including models of blending and layering funding to support the nine-hour day and ensuring developmentally-informed environments for young children ☒
 - e. Increasing UPK enrollment and parent awareness of programs ☒
4. What technical assistance would be most helpful related to the elements included in Focus Area C: Workforce Recruitment and Professional Learning? [select all that apply]

- a. Additional guidance on UPK workforce requirements (TK, CSPP, and other early learning and care providers) ☒
 - b. Creating joint professional learning opportunities for preschool and elementary school teachers within LEAs or across LEA- and CBO-administered programs ☒
 - c. Strategies to support the teacher pipeline, including, but not limited to, recruiting multilingual educators, cohort models, apprenticeships, or residency programs
 - d. Identifying the content, type, and frequency of professional learning opportunities given the needs of the community and the LEA's P-3 vision ☒
 - e. Creating professional learning opportunities to provide site leaders with more early childhood knowledge ☒
 - f. Building partnerships with IHEs or COEs to support professional learning opportunities and degree attainment ☒
 - g. Support for communications to recruit prospective educators and share grant and scholarship opportunities to support degree attainment ☒
5. What technical assistance would be most helpful related to support for professional learning opportunities on specific topics? [select all that apply]
- a. Effective adult-child interactions
 - b. Children's literacy and language development (aligned with the *California Preschool Learning Foundations* and the *California Preschool Curriculum Frameworks*) ☒
 - c. Children's math and science development (aligned with the *California Preschool Learning Foundations* and the *California Preschool Curriculum Frameworks*) ☒
 - d. Children's social-emotional development (aligned with the *California Preschool Learning Foundations* and the *California Preschool Curriculum Frameworks*) ☒
 - e. Implicit bias and culturally- and linguistically-responsive practice ☒
 - f. Trauma- and healing-informed practice
 - g. Curriculum selection and implementation ☒
 - h. Creating developmentally-informed environments ☒
 - i. Administration and use of child assessments to inform instruction ☒
 - j. Support for multilingual learners, including home language development and strategies for a bilingual classroom ☒
 - k. Serving children with disabilities in inclusive settings, including Universal Design for Learning ☒
 - l. Engaging culturally- and linguistically-diverse families ☒

6. What technical assistance would be most helpful related to support for specific professional learning delivery mechanisms? [select all that apply]
- a. Coaching and mentoring ☒
 - b. Classroom observations and demonstration lessons with colleagues ☒
 - c. Workshops with external professional development providers ☒
 - d. Internally-delivered professional learning workshops and trainings ☒
 - e. Operating an induction program
7. What technical assistance would be most helpful related to the elements included in Focus Area D: Curriculum, Instruction, and Assessment [select all that apply]
- a. Guidance on how to adopt the *California Preschool Learning Foundations* and the *California Preschool Curriculum Frameworks* into a specific UPK setting (for example, mixed-age classrooms) ☒
 - b. Guidance on the selection, development, or integration of developmentally-informed curricula and aligning curricula across the early grades ☒
 - c. Guidance and best practices on how to monitor and support curriculum fidelity in UPK settings ☒
 - d. Guidance on how to support effective classroom organization practices and behavior management strategies to ensure a positive learning environment for a diverse population of UPK students ☒
 - e. Guidance on instructional practices to support children with disabilities in UPK (for example, implementing Universal Design for Learning, providing specialized services in the classroom with peer models, and implementing social-emotional strategies such as the Pyramid Model) and partnerships with early learning and care providers to support services for children with disabilities ☒
 - f. Specific instructional strategies to support specific skills including, but not limited to, children's social-emotional development and home language development ☒
 - g. Guidance on appropriate assessment selection and utilization ☒
 - h. Guidance on creating dual language immersion or bilingual programs
8. What technical assistance would be most helpful related to implementing hands-on, interactive, and developmentally-informed early education experiences for UPK students? [select all that apply]
- a. Using manipulatives to develop fine motor skills ☒
 - b. Incorporating a balanced approach to teaching and learning that includes both child-initiated and teacher-guided activities ☒

- c. Facilitating the development of critical thinking skills through the inquiry process (for example, the scientific method) to enhance children's learning experiences ☒
 - d. Using differentiated groups that include individual, small, and large group experiences ☒
 - e. Considering the structure of the daily routine to enhance individual and group learning experiences ☒
 - f. Encouraging purposeful play, choice, social interactions, and collaboration ☒
 - g. Creating time and space for children to develop gross motor skills inside the classroom and in the outdoor environment ☒
 - h. Using child development knowledge to guide instructional approaches ☒
 - i. Providing language- and literacy-rich environments ☒
 - j. Intentional planning of developmentally-informed practices and curriculum to meet the individual needs of children in combination classrooms ☒
 - k. Facilitating development and exploration through art ☒
 - l. Incorporating inclusive practices ☒
 - m. Supporting students' home language and English language development ☒
 - n. Incorporating materials and manipulatives that are culturally representative of the children served to support dramatic play that inspires engagement, communication, and understanding of diversity ☒
 - o. Universal Design for Learning
 - p. Integrated English language development ☒
9. What technical assistance would be most helpful related to the elements included in Focus Area E: LEA Facilities, Services, and Operations? [select all that apply]
- a. Guidance on how to modify an elementary school classroom to serve young children ☒
 - b. Strategies to address transportation issues related to UPK access and enrollment ☒
 - c. Guidance to support strategies that ensure TK students have access to meals and adequate time to eat ☒
 - d. Making modifications to district data systems to support access to UPK assessment data and other relevant information across community and elementary school settings ☒
 - e. Best practices for preventing displacement of early learning education programs operated by non-LEA administrators on LEA campuses and transitioning programs to serve younger children



Lakeside Union School District
TY BRYSON, DISTRICT SUPERINTENDENT



"BUILDING ON EXCELLENCE"

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

DATE: April 12, 2022

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

FROM: Board of Trustees
Lakeside Union School District

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

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

District's Initial Proposal:

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

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

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

**GRIEVANCE RESOLUTION
BETWEEN
LAKESIDE UNION SCHOOL DISTRICT
AND THE
CALIFORNIA SCHOOL EMPLOYEES ASSOCIATION
AND ITS
LAKESIDE/OLD RIVER CHAPTER #730**

This Grievance Resolution is entered into by and between the **Lakeside Union School District** ("District") and **California School Employees Association, Lakeside/Old River Chapter No. 730** ("Association"). The District and Association are collectively referred to as "the Parties." This Grievance Resolution relates to understandings and agreements reached by the District and the Association concerning a Grievance filed by the Association on behalf of Cesar Luna ("Grievant") relating to out-of-class work and demand for compensation.

The Association enters into this Grievance Resolution on its own behalf as well as on behalf of Grievant. Upon execution of this Grievance Resolution, the duty to meet and negotiate regarding the matters set forth herein have been satisfied.

TERMS

The Association and District agree as follows:

1. The Parties entered into a collective bargaining agreement with a term of July 1, 2019 – June 30, 2022 ("CBA").
2. In or about February 2021, a grievance was filed on behalf of Grievant alleging that he had performed out-of-class work for which he was entitled to out-of-class pay.
3. The District denied the grievance and denied that Grievant was entitled to any monetary relief.
4. The grievance was processed through the Grievance and Arbitration Procedure of the CBA.
5. In order to fully and finally resolve the Grievance, the District will pay Grievant in the gross amount of \$4000.
6. By his signature below, Grievant acknowledges that the foregoing is a fair and equitable resolution of the Grievance.
7. The Parties maintain their respective positions regarding the merits of the Grievance.

8. This is a final resolution of the Grievance.
9. The Association and Grievant agree to withdraw the Grievance with prejudice upon receipt of payment.
10. This Grievance Resolution does not establish a precedent or create a past practice in regard to the subject matters set forth herein.
11. The terms of this Grievance Resolution may not be cited or relied upon for any other purpose in any other administrative or judicial matter or forum.

APPROVED

By affixing their signatures to this Grievance Resolution, the District and Association acknowledge the matters set forth above are fully settled. This Grievance Resolution shall be binding upon their heirs, successors, devisees, administrators, employees, executors, and assigns of the Parties hereto. The signatories signify they are the authorized representatives of the District and Association as the proper Parties to this Grievance Resolution. Further, all actions necessary for the Parties to enter into this Grievance Resolution as a binding and bilateral agreement have been completed. This Grievance Resolution is subject to CSEA and Board approval.

**LAKESIDE UNION
SCHOOL DISTRICT**

**CALIFORNIA SCHOOL EMPLOYEES
ASSOCIATION AND ITS
LAKESIDE/OLD RIVER CHAPTER
#730**

April __, 2022

April __, 2022

Ty Bryson
Superintendent

Angie Botelho
CSEA Senior LRR

Accepted:

April __, 2022

Cesar Luna
Grievant