

LAKESIDE UNION SCHOOL DISTRICT  
BOARD OF TRUSTEES  
REGULAR MEETING  
AGENDA

Lakeside School Auditorium  
14535 Old River Road  
Bakersfield, CA 93311

May 9, 2023  
6:30 P.M.

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

1. CALL TO ORDER, ROLL CALL AND FLAG SALUTE

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

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

- A. Approve minutes of Regular Meeting of April 11, 2023.
- B. Approve minutes of Special Meeting of April 25, 2023.
- C. Approve April End Of Month \$750,384.13, and May Mid Month Payroll of \$165,443.09.
- D. Approve B-Warrants #10.

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

3. HEARING OF STAFF AND/OR CITIZENS *This agenda item is included to allow members of the public opportunity to ask questions or discuss non-agenda items with the Board. There will be a three-minute time limit per person or twenty minutes total per item. (BB9323)*

4. DISCUSSION OR ACTION ITEMS

A. General Control

- (1) 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 Agreement #23-63989 - Professional Development, with KCSOS.

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

- (2) Approval of Vended Meals Contract for the National School Lunch and/or School Breakfast Program with Taft City School District.

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 Halle Banducci as a 2<sup>nd</sup> Grade Teacher at Lakeside School.

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

- (2) Approval to Hire Richdel Brian as a SDC Teacher at Suburu School.

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

- (3) Approval to Hire Wendy Canelas-Mejia as a 4<sup>th</sup> Grade Teacher at Suburu School.

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

- (4) Approval to Hire Jerry Ford as a 4<sup>th</sup> Grade Teacher at Suburu School.

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

- (5) Approval to Hire Tessa Frascch as a 2<sup>nd</sup> Grade Teacher at Suburu 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) \_\_\_\_\_

- (6) Approval to Hire Lara Paola Garcia as a 5<sup>th</sup> Grade Teacher at Suburu School.

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

- (7) Approval to Hire Valerie Gonzalez as a 3<sup>rd</sup> Grade Teacher at Suburu School.

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



- (8) Approval to Hire Vanessa Guerra as a Speech and Language Pathologist at Suburu School.
- Moved \_\_\_\_\_ Seconded \_\_\_\_\_ Roll Call Vote: MB \_\_\_\_\_ AB \_\_\_\_\_ TJ \_\_\_\_\_ RR \_\_\_\_\_ DB \_\_\_\_\_  
 Vote: Yes(Y) \_\_\_\_\_ No(N) \_\_\_\_\_ Abstained(A) \_\_\_\_\_ Absent(AB) \_\_\_\_\_
- (9) Approval to Hire Amy Hamdoun as a SDC Teacher at Suburu School.
- Moved \_\_\_\_\_ Seconded \_\_\_\_\_ Roll Call Vote: MB \_\_\_\_\_ AB \_\_\_\_\_ TJ \_\_\_\_\_ RR \_\_\_\_\_ DB \_\_\_\_\_  
 Vote: Yes(Y) \_\_\_\_\_ No(N) \_\_\_\_\_ Abstained(A) \_\_\_\_\_ Absent(AB) \_\_\_\_\_
- (10) Approval to Hire Alejandra Mosqueda as a 1<sup>st</sup> Grade 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) \_\_\_\_\_
- (11) Approval to Hire Miranda Ruiz as a 5<sup>th</sup> Grade Teacher at Lakeside School.
- Moved \_\_\_\_\_ Seconded \_\_\_\_\_ Roll Call Vote: MB \_\_\_\_\_ AB \_\_\_\_\_ TJ \_\_\_\_\_ RR \_\_\_\_\_ DB \_\_\_\_\_  
 Vote: Yes(Y) \_\_\_\_\_ No(N) \_\_\_\_\_ Abstained(A) \_\_\_\_\_ Absent(AB) \_\_\_\_\_
- (12) Approval to Hire Gabreilla Tabian as a 4<sup>th</sup> Grade Teacher at Suburu School.
- Moved \_\_\_\_\_ Seconded \_\_\_\_\_ Roll Call Vote: MB \_\_\_\_\_ AB \_\_\_\_\_ TJ \_\_\_\_\_ RR \_\_\_\_\_ DB \_\_\_\_\_  
 Vote: Yes(Y) \_\_\_\_\_ No(N) \_\_\_\_\_ Abstained(A) \_\_\_\_\_ Absent(AB) \_\_\_\_\_
- (13) Approval to Hire Baylee Talbot as a Psychologist for the Lakeside Union School District.
- Moved \_\_\_\_\_ Seconded \_\_\_\_\_ Roll Call Vote: MB \_\_\_\_\_ AB \_\_\_\_\_ TJ \_\_\_\_\_ RR \_\_\_\_\_ DB \_\_\_\_\_  
 Vote: Yes(Y) \_\_\_\_\_ No(N) \_\_\_\_\_ Abstained(A) \_\_\_\_\_ Absent(AB) \_\_\_\_\_
- (14) Approval to Hire Elizabeth Billington as a Teacher at Lakeside School.
- Moved \_\_\_\_\_ Seconded \_\_\_\_\_ Roll Call Vote: MB \_\_\_\_\_ AB \_\_\_\_\_ TJ \_\_\_\_\_ RR \_\_\_\_\_ DB \_\_\_\_\_  
 Vote: Yes(Y) \_\_\_\_\_ No(N) \_\_\_\_\_ Abstained(A) \_\_\_\_\_ Absent(AB) \_\_\_\_\_
- (15) Hearing and Public Comment of the Lakeside/Suburu Teachers Association Initial Reopener Proposal to the Lakeside Union School District for the 2023-2024 school year.
- (16) Close Hearing and Public Comment.
- (17) Adoption of the of the Lakeside/Suburu Teachers Association Initial Reopener Proposal to the Lakeside Union School District Regarding Collective Bargaining Negotiations for the 2023-2024 School Year.
- Moved \_\_\_\_\_ Seconded \_\_\_\_\_ Roll Call Vote: MB \_\_\_\_\_ AB \_\_\_\_\_ TJ \_\_\_\_\_ RR \_\_\_\_\_ DB \_\_\_\_\_  
 Vote: Yes(Y) \_\_\_\_\_ No(N) \_\_\_\_\_ Abstained(A) \_\_\_\_\_ Absent(AB) \_\_\_\_\_



A. Enrollment Lakeside 763 Suburu 841 Total 1604

B. CSEA

C. CTA

D. Correspondence

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

F. Superintendent Report

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

7. ADVANCE PLANNING

A. Future Meeting Dates

(1) Special Board Meeting – June 6, 2023 at 6:30 p.m. in the Lakeside School Auditorium.

(2) Regular Board Meeting – June 13, 2023 at 6:30 p.m. in the Lakeside School Auditorium.

8. ADJOURNMENT

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

Moved \_\_\_\_\_ Seconded \_\_\_\_\_ Roll Call Vote: MB \_\_\_ AB \_\_\_ TJ \_\_\_ RR \_\_\_ DB \_\_\_

Vote: Yes(Y) \_\_\_\_\_ No(N) \_\_\_\_\_ Abstained(A) \_\_\_\_\_ Absent(AB) \_\_\_\_\_

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



LAKESIDE UNION SCHOOL DISTRICT  
BOARD OF TRUSTEES  
REGULAR BOARD MEETING  
MINUTES

Lakeside School Auditorium  
14535 Old River Road  
Bakersfield, CA 93311

April 11, 2023  
6:30 P.M.

BOARD MEMBERS PRESENT: Trustees Buoni, Banducci, Jones, Robertson, and D. Buoni arrived at 6:33 p.m.

BOARD MEMBERS ABSENT:

OTHERS PRESENT: See Attached

1. Call to Order, Flag Salute The regular meeting convened at 6:30 p.m.
2. LCAP Presentation from Ms. Hudson
3. Consent Calendar Approval of Consent Agenda. 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.  
By this action the Board:
  - A. Approved minutes of Regular Meeting of March 14, 2023.
  - B. Approved March End of Month Payroll, and April Mid Month Payroll.
4. Hearing of Staff and/or Citizens None.
5. Discussion or Action Items
  - A. General Control
    - (1) Report on Williams Settlement Complaints. None
    - (2) Discussion and Approval of Student Attendance Calendar for 2023-2024 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.
6. Closed Session 6:51 p.m.
  - A. CONFERENCE WITH LABOR NEGOTIATOR(S)(Government Code 54957.6)  
Agency Designated Representatives: Tamara Jones and Darin Buoni  
Unrepresented Position: Superintendent



7. Open Session Item for Approval of the Amendment:

Approval of Amendment to Contract of Employment (Superintendent)

The Board President announced consideration of a proposed amendment to the Superintendent's employment contract. Trustee Banducci reported that the proposed amendment calls for increasing the steps on the salary schedule for the position by eight percent, effective July, 202, which is commensurate with the percentage increase granted to certificated staff and district administrators (the majority of CalSTRS members in the District). In addition, the amendment calls for a one-time "off-schedule" payment in the amount of 1.5 percent of base annual salary as modified in the amendment, which is also commensurate with the off-schedule payment percentage granted to certificated employees and district administrators. On motion by Trustee D. Buoni, seconded by Trustee Jones, the Board approved the contract amendment as circulated to the Board by the following vote or abstention of those members present: Approved – Trustee Buoni, Trustee Banducci, Trustee Jones, Trustee Robertson, Trustee D. Buoni. No – 0. Abstained – 0. Absent – 0.

8. Report of Closed Session

9. Reports and Correspondence

- A. Enrollment                      Lakeside 763                      Suburu 844                      Total 1607
- B. CSEA – None
- C. CTA – None
- D. Correspondence – The district received a letter from Department of Industrial Relations regarding the fire alarm beeping in the Suburu School Office. The matter was resolved long before the letter was dated and sent.
- E. Board Members Reports – Trustee Jones thanked Suburu Administration for allowing the girl scouts using the facility for their paint night event. The project is now 77% funded.
- F. Superintendent Report – Mr. Bryson meet with GFS via zoom, everything is looking good and we are staying under the \$30 rate. We still have the bond money for the security cameras, roofing, and pavement. Lori Raineri asked if we needed to go out for another bond in 2024. LCAP meetings were successful. SSEA community is asking for Mr. Bryson to be on the board. Trustee Banducci was awarded a 5 year certificated for his board services. Point Loma is working on programs to get more teachers qualified and out in the work force.

10. Items Not on The Agenda

11. Advance Planning

A. Future Meeting Dates

- (1) Regular Board Meeting at Lakeside School Auditorium at 6:30 p.m. on May 9, 2023.

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



The meeting was adjourned at 7:21 p.m.

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Secretary to the Board

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LAKESIDE UNION SCHOOL DISTRICT  
BOARD OF TRUSTEES  
SPECIAL BOARD MEETING  
MINUTES

Lakeside School Auditorium  
14535 Old River Road  
Bakersfield, CA 93311

April 25, 2023  
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 special meeting convened at 6:30 p.m.
2. Discussion or Action Items
  - A. Personnel
    - (1) Approval to Hire Tristin Camp, MOT Director. Motion by Trustee D. Buoni, seconded by Trustee Jones. Approved – Trustee Buoni, Trustee Banducci, Trustee Jones, Trustee Robertson, Trustee D. Buoni. No – 0. Abstained – 0. Absent – 0.
3. Items Not on The Agenda
4. Advance Planning
  - A. Future Meeting Dates
    - (1) Regular Board Meeting at Lakeside School Auditorium at 6:30 p.m. on May 9, 2023.
5. Adjournment 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.

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

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Secretary to the Board

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# 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	March 2023	

## 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 SAVVAS Learning Company, 6-8 McGraw Hill; Inspire Science

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) ELA/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?

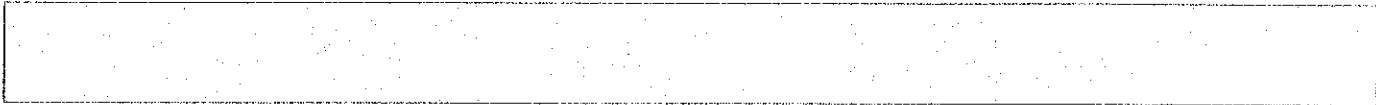
### **Involvement Process for the SPSA and Annual Review and Update**

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%	12.20%
Fluent English Proficient (FEP)	120	136	122	19.7%	21.5%	19.80%
Reclassified Fluent English Proficient (RFEP)	9	19	11	14.8%	28.8%	1.80%

### 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.



<b>Reading</b> <b>Demonstrating understanding of literary and non-fictional texts</b>									
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.

<b>Writing</b> <b>Producing clear and purposeful writing</b>									
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.

<b>Listening</b> <b>Demonstrating effective communication skills</b>									
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.



<b>Concepts &amp; Procedures</b> <b>Applying mathematical concepts and procedures</b>									
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.

<b>Problem Solving &amp; Modeling/Data Analysis</b> <b>Using appropriate tools and strategies to solve real world and mathematical problems</b>									
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.

<b>Communicating Reasoning</b> <b>Demonstrating ability to support mathematical conclusions</b>									
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></div> <div>Yellow</div>	<div>Chronic Absenteeism</div> <div></div> <div>Yellow</div>	<div>Suspension Rate</div> <div></div> <div>Orange</div>
<div>Mathematics</div> <div></div> <div>Yellow</div>		

Conclusions based on this data:

1.



# School and Student Performance Data

## Academic Performance English Language Arts

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

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







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



This section provides number of student groups in each color.











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

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



### 2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

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

<b>Current English Learner</b> 96.2 points below standard Maintained ++2.7 points 35	<b>Reclassified English Learners</b> 6.5 points below standard Maintained ++0.2 points 72	<b>English Only</b> 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

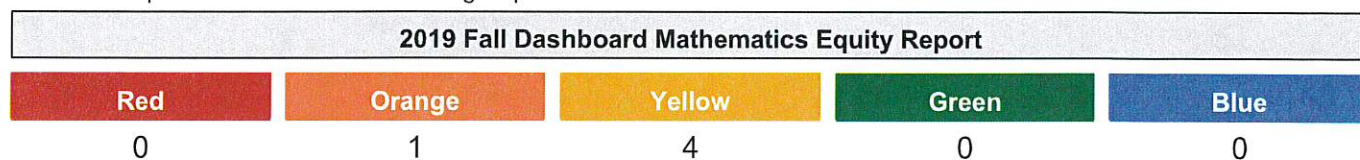
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

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







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



This section provides number of student groups in each color.











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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<b>All Students</b>  Yellow 57.8 points below standard Increased ++7.3 points 508	<b>English Learners</b>  Yellow 87.8 points below standard Increased ++4.8 points 107	<b>Foster Youth</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
<b>Homeless</b>  No Performance Color 51.9 points below standard Increased Significantly ++26.9 points 14	<b>Socioeconomically Disadvantaged</b>  Yellow 64.3 points below standard Increased ++9.9 points 357	<b>Students with Disabilities</b>  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

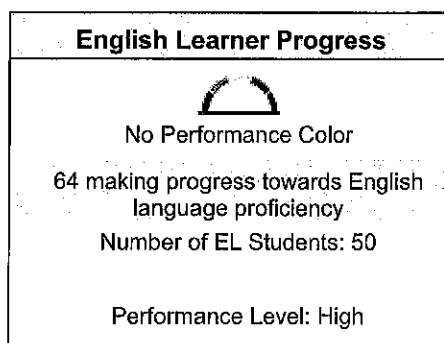
## Academic Performance English Learner Progress

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

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

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

### 2019 Fall Dashboard English Learner Progress Indicator



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

### 2019 Fall Dashboard Student English Language Acquisition Results

**Decreased  
One ELPI Level**

**Maintained ELPI Level 1,  
2L, 2H, 3L, or 3H**

**Maintained  
ELPI Level 4**

**Progressed At Least  
One ELPI Level**

#### 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

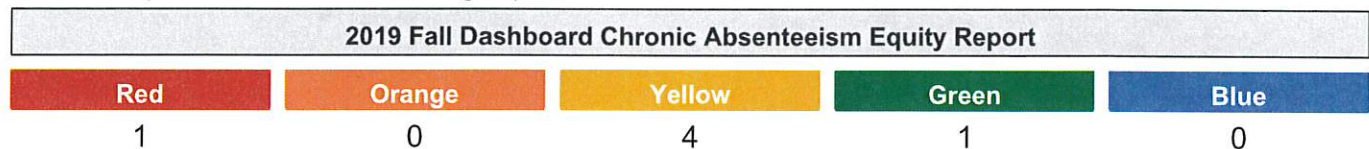
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

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







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



This section provides number of student groups in each color.











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

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

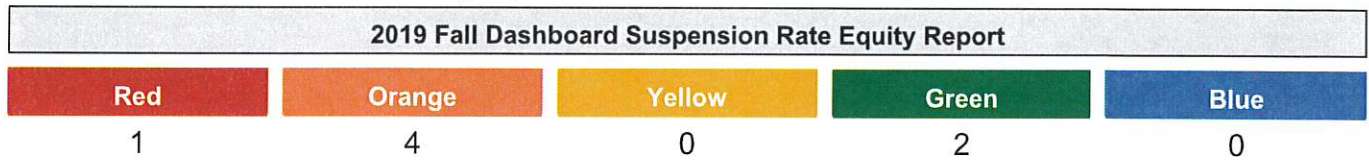
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

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







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



This section provides number of student groups in each color.











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

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
 Orange <div style="background-color: #d9e1f2; text-align: center; padding: 5px;">3.9</div> Increased +0.4 684	 Green <div style="background-color: #d9e1f2; text-align: center; padding: 5px;">2.6</div> Declined -0.3 78	 No Performance Color Less than 11 Students - Data Not 4
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color <div style="background-color: #d9e1f2; text-align: center; padding: 5px;">0</div> Maintained 0 26	 Orange <div style="background-color: #d9e1f2; text-align: center; padding: 5px;">5</div> Increased +0.9 476	 Orange <div style="background-color: #d9e1f2; text-align: center; padding: 5px;">6.8</div> Declined -1.3 73



### 2019 Fall Dashboard Suspension Rate by Race/Ethnicity

<b>African American</b>  Red 11.1 Increased +1.4 45	<b>American Indian</b>  No Performance Color Less than 11 Students - Data 3	<b>Asian</b>  Orange 3.2 Increased +3.2 31	<b>Filipino</b>  No Performance Color Less than 11 Students - Data 10
<b>Hispanic</b>  Orange 4 Increased +1.2 397	<b>Two or More Races</b>  No Performance Color 0 Maintained 0 21	<b>Pacific Islander</b>  No Performance Color Less than 11 Students - Data 2	<b>White</b>  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"> <li>Dashboard Performance Level CAASPP ELA and CAASPP Math</li> <li>California Science Test (CAST) Results</li> </ul> <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 &amp; 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"> <li>Dashboard English Learner Progress Indicator (ELPI) status</li> </ul> <p>Priority 4F</p> <p>EL reclassification rate</p> <ul style="list-style-type: none"> <li>DataQuest, Student Information System</li> </ul> <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"> <li>All students: Orange</li> <li>English Learners: Orange</li> <li>Foster Youth: N/A</li> <li>Low Income: Orange</li> <li>African American: Orange</li> <li>Students with Disabilities: Red</li> <li>Hispanic: Orange</li> <li>Two or More Races: Orange</li> </ul> <p>2019 CAASPP Math</p> <ul style="list-style-type: none"> <li>All students: Yellow</li> <li>English Learners: Orange</li> <li>Foster Youth: N/A</li> <li>Two or More Races: Orange</li> <li>African American: Orange</li> <li>Students with Disabilities: Orange</li> <li>Low Income: Yellow</li> </ul> <p>2019 CAST % Meeting or Exceeding Standards</p> <ul style="list-style-type: none"> <li>All students: 30.65%</li> <li>Priority 4B: N/A</li> <li>Priority 4C: N/A</li> <li>Priority 4D: N/A</li> </ul> <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"> <li>All students: Yellow</li> <li>English Learners: Yellow</li> <li>Foster Youth: N/A</li> <li>Low Income: Yellow</li> <li>African American: Yellow</li> <li>Students with Disabilities: Orange</li> <li>Hispanic: Yellow</li> <li>Two or More Races: Yellow</li> </ul> <p>2022 CAASPP Math</p> <ul style="list-style-type: none"> <li>All students: Green</li> <li>English Learners: Yellow</li> <li>Foster Youth: N/A</li> <li>Two or More Races: Yellow</li> <li>African American: Yellow</li> <li>Students with Disabilities: Yellow</li> <li>Low Income: Green</li> </ul> <p>2022 CAST % Meeting or Exceeding Standards</p> <ul style="list-style-type: none"> <li>All students: 33%</li> <li>Priority 4B: N/A</li> <li>Priority 4C: N/A</li> <li>Priority 4D: N/A</li> </ul> <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"> <li>California Assessment for Science Test (CAST): Meet or exceed standard</li> <li>DIBELS: All Grades Status Report</li> <li>STAR Literacy K2nd Grade: STAR Screening Report</li> <li>STAR Reading 2nd-8th Grade: STAR Screening Report</li> <li>STAR Math 1st-8th Grade: STAR Screening Report</li> </ul>	<p>successfully completed CTE pathways - N/A</p> <p>Priority 4D Percentage of pupils that have successfully completed 4B &amp; 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"> <li>Grade 5 Met or exceeded standard: 27%</li> <li>Grade 8 Met or exceeded standard: 36%</li> <li>DIBELS: 2021 Mid Year All Grades Status Report: 61% are identified as Strategic or Intensive.</li> <li>STAR Literacy K-2nd Grade: Implemented August 2021</li> <li>STAR Reading 2nd-8th Grade: April 2021 STAR Screening Report Below Benchmark</li> </ul> <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 &amp; 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"> <li>Grade 5 Met or exceeded standard: 30%</li> <li>Grade 8 Met or exceeded standard: 39%</li> <li>DIBELS: 2021 Mid Year All Grades Status Report: 64% are identified as Strategic or Intensive.</li> <li>STAR Literacy K-2nd Grade: Implemented August 2021</li> <li>STAR Reading 2nd-8th Grade: April 2021 STAR Screening Report Below Benchmark</li> </ul> <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"> <li>STAR Math 1st-8th Grade: April 2021 STAR Screening Report Below Benchmark</li> </ul> 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"> <li>STAR Math 1st-8th Grade: April 2021 STAR Screening Report Below Benchmark</li> </ul> 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

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

#### 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)

25,625.00

Source(s)

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

### 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

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)

2,500.00

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 3

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

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

All Students

Strategy/Activity

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

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

3,098.50

Source(s)

Title I

1000-1999: Certificated Personnel Salaries  
Substitute release time for TK-8th grade teachers.

## Annual Review

**SPSA Year Reviewed: 2020-21**

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

## ANALYSIS

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



Strategies/Activities 1.1, 1.2, 1.3, and 1.5 were implemented in the 2021-2022 school year as planned.

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

Strategies/Activities 1.4 and 1.6 were not able to be implemented due to lack of personnel.

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

After analyzing the data, the Strategies/Actions of this goal will focus on the increase of student access to technology, an increase of support for AVID, and teacher release time. These will become Strategies/Actions 1, 2, and 3 respectively.



# 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	STATE PRIORITY 5: PUPIL ENGAGEMENT	STATE PRIORITY 5: PUPIL ENGAGEMENT
Priority 5A Attendance rate. As measured by the Student Information System.	Priority 5A April 2021 KiDS Year to Date Attendance for Lakeside School 94.45%	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 5C 0%	Priority 5C 0%
Priority 6A Suspension 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.
Priority 6B Expulsion rate. As measured by the CA School Dashboard, and the Student Information System	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

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

#### Proposed Expenditures for this Strategy/Activity

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

#### Amount(s)

20,625.00

#### Source(s)

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

### Strategy/Activity 2

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

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

All Students

#### Strategy/Activity



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

### 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)

3,098.51

Source(s)

Title I

1000-1999: Certificated Personnel Salaries  
Substitute release time for TK-8th grade teachers.

## Annual Review

**SPSA Year Reviewed: 2020-21**

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

### ANALYSIS

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

Strategies/Activities 2.1-2.7 were implemented as planned for the 2021-2022 school year.

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

Strategy/Activity 2.8 was not able to be implemented fully. An Alternative to Suspension Program was not able to be implemented due to staffing.

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

After analyzing the data, the Strategies/Actions of this goal will focus on the increase of student access to technology and teacher release time. These will become Strategies/Actions 1 and 2 respectively.



# 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 &amp; 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 &amp; 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 &amp; 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"> <li>CA School Dashboard Local Indicators: Basics: Instructional Materials</li> <li>Master Schedule indicating the percentage of students who have access to a broad course of study.</li> </ul> <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"> <li>CA School Dashboard Local Indicators: Basics: Teachers, Instructional Materials,</li> </ul> <p>Facilities</p> <ul style="list-style-type: none"> <li>Master Schedule indicating the percentage of low income, English learner, foster youth pupils who have access to a broad course of study.</li> </ul> <p>Priority 7C Programs and services developed and provided to students with disabilities. As measured by:</p> <ul style="list-style-type: none"> <li>CA School Dashboard Local Indicators: Basics: Instructional Materials</li> <li>Master Schedule indicating the percentage of students with disabilities who have access to a broad course of study.</li> </ul>	<p>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

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)	Source(s)
2,500.00	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 2

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

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

All Students

#### Strategy/Activity

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

#### 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)
3,098.51	Title I



1000-1999: Certificated Personnel Salaries  
Substitute release time for TK-8th grade  
teachers.

## Annual Review

**SPSA Year Reviewed: 2020-21**

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

### ANALYSIS

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

All Strategies/Activities were implemented as planned for the 2021-2022 school year.

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

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

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

After analyzing the data, the Strategies/Actions of this goal will focus on the expanded support of AVID and teacher release time. These will become Strategies/Actions 1 and 2 respectively.



# 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	\$60,545.52
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$60,545.52

## 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	\$60,545.52

Subtotal of additional federal funds included for this school: \$60,545.52

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: \$60,545.52



# 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
Special Education Advisory Committee
Other: School Leadership Team

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

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

This SPSA was adopted by the SSC at a public meeting on .

Attested:

Principal, Kristin Angelo on
SSC Chairperson, Nancy Ayotte on



# 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](mailto: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](mailto: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](mailto:SISO@cde.ca.gov).

## Purpose and Description

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

### Purpose

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

### Description

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

## Stakeholder Involvement

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

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

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

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

## Resource Inequities

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

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



# Goals, Strategies, Expenditures, & Annual Review

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

## Goal

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

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

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

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

## Identified Need

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

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

## Annual Measurable Outcomes

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

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

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

## Strategies/Activities

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



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

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

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

## **Students to be Served by this Strategy/Activity**

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

*[This section meets the requirements for CSI.]*

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

## **Proposed Expenditures for this Strategy/Activity**

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

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

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

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

## **Annual Review**

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



## Analysis

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

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

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

## Budget Summary

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

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

## Budget Summary

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

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

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



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

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



# **Appendix A: Plan Requirements**

## **Schoolwide Program Requirements**

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

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

### **Requirements for Development of the Plan**

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

### **Requirements for the Plan**

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



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



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

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



## Appendix B:

### Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

### Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

### Targeted Support and Improvement

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

The TSI plan shall:

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

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



## **Additional Targeted Support and Improvement**

A school identified for ATSI shall:

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

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

## **Single School Districts and Charter Schools Identified for School Improvement**

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

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

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

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



## Appendix C: Select State and Federal Programs

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

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

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

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

Developed by the California Department of Education, January 2019



**OFFICE OF MARY C. BARLOW**  
**KERN COUNTY SUPERINTENDENT OF SCHOOLS**  
*Advocates for Children*

**KCSOS SERVICE PROVIDER AGREEMENT**  
**(Professional Development)**

This Service Provider Agreement ("Agreement") is between THE KERN COUNTY SUPERINTENDENT OF SCHOOLS, a California public education agency ("Contractor"), and the party whose legal name and status are described in the signature block below ("Principal").

**RECITALS**

This Agreement is based on the following facts and understandings of the parties:

- A. County Superintendent is qualified and has recent successful experience providing professional development.
- B. The Kern County Superintendent of Schools (KCSOS) Instructional Services Division is uniquely positioned to support the scope of work outlined within this agreement. Through the relationships that have been established with our staff, our first-hand experience working within their unique community, and an extensive understanding of their student achievement data through the Kern Integrated Data System (KIDS), our county office of education is providing a customized professional learning experience for this LEA.
- C. Principal has requested mutually agreed upon professional development training.
- D. This Agreement is intended to be the written agreement between the parties related to the services and/or products to be provided during the referenced term.

**TERMS**

Based upon the Recitals and the promises exchanged by the parties in this Agreement, the parties agree as follows:

- 1. Scope of Services. The nature and scope of services under this Agreement are set forth in Attachment A and are incorporated by reference into this Agreement.
- 2. Term. The initial term of this Agreement shall begin effective 2/28/2023 and shall end on 6/30/2023. The parties may extend the Agreement beyond its initial term as mutually agreed in writing.
- 3. Price. Contractor shall provide all labor, equipment, materials, and supplies to furnish the services called for under this Agreement in exchange for payment in the amount of **\$1,007.86 (total flat fee)**. Contractor shall be paid for services satisfactorily rendered based upon invoices submitted no more frequently than monthly or **SUPERINTENDENT** is authorized to transfer the amounts for the services from **DISTRICT** Account Code:

\_\_\_\_\_  
The total amount payable to Contractor under this Agreement shall not exceed \$1,007.86.


- 4. Additional Provisions. The attached additional provisions are part of this Agreement and fully incorporated by reference.

**PRINCIPAL**

By \_\_\_\_\_  
Entity Name: Lakeside Union School District  
Entity Type: School District  
Authorized Signatory Name:  
Address: 14535 Old River Road, Bakersfield Ca. 93311  
Date: \_\_\_\_\_

Professional Development  
KCSOS Ref #23678 cpb

**MARY C. BARLOW**  
**KERN COUNTY SUPERINTENDENT OF SCHOOLS**

By  \_\_\_\_\_  
Signatory Name: Maria Arias  
Title: District/LEA Fiscal Analyst  
1300 17<sup>th</sup> Street, Bakersfield, CA 93301  
Account Code: 01-710-0000-0-8677.00-0000-0000-00-0000-000  
Date: 3/13/23



## ADDITIONAL PROVISIONS OF THIS AGREEMENT

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

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

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

6. Insurance Requirements. Contractor shall obtain, pay for, and maintain in effect during the life of this Agreement the following policies issued by an insurance company rated not less than "A-;VII" in Best Insurance Rating Guide and admitted to transact insurance business in California: (1) commercial general liability (including contractual, products, and completed operations coverages, bodily injury, and property damage liability) with combined single limits not less than \$1,000,000 per occurrence and not less than \$2,000,000 in the aggregate; (2) commercial automobile liability for "any auto" with combined single limits not less than \$1,000,000 per occurrence; (3) professional liability (errors and omissions) with a limit of liability not less than \$1,000,000 per occurrence; and (4) workers' compensation insurance as required under state law.

Each policy shall contain an endorsement naming Principal as an additional insured insofar as this Agreement is concerned, and provide that written notice shall be given to Principal at least 30 days prior to cancellation or material change in the form of the policy or reduction in coverage. Nothing in this section concerning minimum insurance requirements shall reduce Contractor's liability or

obligations under the indemnification provisions of this Agreement.

The parties acknowledge that Contractor is permissibly self-insured under California law.

7. Status of Parties. The parties agree that in performing the services specified in this Agreement, Contractor shall act as an independent contractor. Except as specified in this Agreement, Contractor shall determine the means and methods for carrying out the work to achieve the result required by Principal. The parties shall be free to contract for similar services to be performed while under contract with each other. Contractor will not accept such engagements which interfere with performance under this Agreement. Contractor is not entitled to participate in any pension plan, insurance, bonus, or similar benefits Principal provides for its employees.

Any employees or assistants retained by Contractor shall be the responsibility of Contractor and not of Principal. Contractor shall determine the hours during which the services shall be performed and the sequence of tasks.

8. Termination. One party may terminate this Agreement prior to its expiration as follows:

A. If the other party fails to comply with any insurance or indemnification requirements of this Agreement.

B. If the other party commits a material breach of this Agreement and fails to cure the breach within 30 days after written demand.

C. Without cause, on 60 days' written notice, in which case Contractor shall be paid for all services rendered up until the effective date of the notice of termination.

## 9. Miscellaneous Provisions.

A. Entire Agreement. This Agreement, including any exhibits or schedules to which it refers, constitutes the final, complete, and exclusive statement of the terms of agreement between the parties pertaining to the subject matter of the Agreement. It supersedes all prior and contemporaneous understandings or agreements of the parties. No party has been induced to enter into this Agreement by, nor is any party relying on, any representation or warranty outside those expressly set forth in this Agreement.

B. Amendment. The provisions of this Agreement may be modified only by mutual agreement of the parties. No modification shall be binding unless it is in writing and signed by the party against whom enforcement of the modification is sought.

C. Waiver. Any of the terms or conditions of this Agreement may be waived at any time by the party entitled to the benefit of the term or condition, but no such waiver



shall affect or impair the right of the waiving party to require observance, performance, or satisfaction either of that term or condition as it applies on a subsequent occasion or any other term or condition of this Agreement.

D. Assignment. Neither party may assign any rights or benefits or delegate any duties under this Agreement without the written consent of the other party. Any purported assignment without written consent shall be void.

E. Parties in Interest. Nothing in this Agreement, whether express or implied, is intended to confer any rights or remedies under or by reason of this Agreement on any person other than the parties to it and their respective successors and assigns, nor is anything in this Agreement intended to relieve or discharge the obligation or liability of any third person to any party to this Agreement, nor shall any provision give any third person any right of subrogation or action against any party to this Agreement.

F. Severability. If any provision of this Agreement is held by an arbitrator or court of competent jurisdiction to be invalid or unenforceable, the remainder of the Agreement shall continue in full force and effect and shall in no way be impaired or invalidated.

G. Governing Law. The rights and obligations of the parties and the interpretation and performance of this Agreement shall be governed by the laws of California, excluding any statute which directs application of the laws of another jurisdiction.

H. Notices. Any notice under this Agreement shall be in writing, and any written notice or other document shall be deemed to have been duly given on the date of personal service on the parties or on the second business day after mailing if the document is mailed by registered or certified mail, addressed to the parties at the addresses listed on the signature page, or at the most recent address specified by the addressee through written notice under this provision. Failure to conform to the requirement that

mailings be registered or certified shall not defeat the effectiveness of notice actually received by the addressee.

I. Authority to Enter Into Agreement. Each party to this Agreement represents and warrants that it has the full power and authority to enter into this Agreement and to carry out the transactions contemplated by it, and has taken all action necessary to authorize the execution, delivery, and performance of the Agreement.

J. Conflict of Interest. The parties to this Agreement have read and are aware of the provisions of Section 1090 and following and 87100 and following of the California Government Code relating to conflict of interest of public officers and employees. Each party represents that it is aware of no financial or economic interest of any officer or employee of Contractor relating to this Agreement.

K. Nondiscrimination. Neither party, nor any officer, agent, employee, or subcontractor of a party, shall discriminate in the treatment or employment of any individual or groups of individuals on any ground prohibited by law, nor shall any of them harass any person in the course of performing this Agreement based on gender or any other basis prohibited by applicable law.

L. Counterparts. This Agreement may be executed in any number of counterparts with the same effect as if the parties had all signed the same document. All counterparts shall be construed together and shall constitute one agreement.

M. Pupil Safety Requirements. Contractor certifies that neither Contractor nor any of its employees or subcontractors who may come in contact with pupils has been convicted of a felony as defined in Education Code Section 45122.1.



**ATTACHMENT A  
SCOPE OF SERVICES  
KCSOS SERVICE PROVIDER AGREEMENT  
(Professional Development)**

Lakeside Union School District

Scope of Work (Description of the activities for service including goals and/or objectives)

The goal is to help with an evening parent guardian/caregiver initiative. The workshop will be around behavior with the connection being PBIS. Since Suburu and Lakeside are implementing PBIS, the parents will gain an understanding of the PBIS principles and will be able to bridge how PBIS can also be implemented at home using similar strategies.

1 Half day at the rate of \$1,000.00

12 Miles at the rate of \$0.655 totaling \$7.86

Total Contract Amount = \$1,007.86



## Vended Meals Contract for the National School Lunch and/or School Breakfast Program

This Agreement ("Agreement") is entered into by and between Lakeside Union School District herein after referred to as the School Food Authority (SFA), and Taft City School District, herein after referred to as the Vendor. The effective date of this Agreement is July 1, 2023.

This Agreement sets forth the terms and conditions upon which the SFA retains the Vendor to provide meals for the SFA's nonprofit and a la carte food service program, in accordance with the Scope of Work as shown in Exhibit A. Furthermore, this Agreement sets forth the terms and conditions upon which the SFA will purchase meals from the Vendor and the Vendor will provide meals for the SFA's nonprofit food service program. The SFA and Vendor agree to abide by the rules and regulations governing the Child Nutrition Programs, in accordance with federal regulations including policy and instructions issued by the United States Department of Agriculture (USDA). The applicable regulations are 7 CFR 210 (National School Lunch Program), 7 CFR 215 (Special Milk Program), 7 CFR 220 (School Breakfast Program), 7 CFR 245 (Determining Eligibility for Free and Reduced Price Meals and Free Milk), 7 CFR 250 (Food Distribution Program), 7 CFR 225 (Summer Food Service Program for Children), and 7 CFR 3052 (Audit Requirements).

Schedule List days of the week and times meals are required for delivery or pick up.

Monday, Tuesday, Wednesday, Thursday, & Friday  
Delivery Time: 10:45 a.m. Daily

SFA Contact Information		Vendor Contact Information	
Contact Person First & Last Name	Phone Area Code/No.	Contact Person First & Last Name	Phone Area Code/No.
Kimberly Scogin	661-836-6658	Randy Rico	661-763-1521
Email Address	Fax Area Code/No.	Email Address	Fax Area Code/No.
kscogin@lakesideusd.org	661-836-8059	rarico@taftcity.org	661-763-1495
Address Street, City, State, Zip		Address Street, City, State, Zip	
14535 Old River Rd., Bakersfield, CA. 93311		820 Sixth St., Taft, CA. 93268	

The fixed price per meal listed below is agreed upon by both parties as if no USDA Foods are used:

Breakfast	Adult Meal	Carton of Milk
Price Per Meal	Price Per Meal	Price Per Carton
\$2.15	\$4.35	\$0.40
<input checked="" type="checkbox"/> Includes Milk <input type="checkbox"/> Will Not Include Milk	<input checked="" type="checkbox"/> Includes Milk <input type="checkbox"/> Will Not Include Milk	
Lunch		
Price Per Meal		
\$3.10		
<input checked="" type="checkbox"/> Includes Milk <input type="checkbox"/> Will Not Include Milk		
Sack Lunch		
Price Per Meal		
\$3.15		
<input checked="" type="checkbox"/> Includes Milk <input type="checkbox"/> Will Not Include Milk		



## A. Agreement Period

The initial agreement period shall be July 1, 2023 to June 30, 2024. Both parties agree to enter into this Agreement for one-year period with the option to renew the Agreement for up to four (4) additional one-year periods by mutual agreement of the SFA and Vendor. Renewal shall be based on customer satisfaction with products, service, and price.

**Annual Escalator Clause;** changes in the per-meal price may be considered by the SFA only at the time of renewal. Any proposed per-meal price changes must be accompanied by documentation supporting such increase. The SFA reserves the right to accept or reject any proposed price changes, in the best interest of the SFA. If the proposed per-meal price changes are accepted, they shall become effective on the first day of the contract renewal period.

*Conditions for an annual escalator clause;* the fixed per-meal price may be subject to an annual escalator as stipulated in this Agreement. Adjustment factors may include changes in third-party price indices from the Consumer Price Index (CPI); U.S. Bureau of Labor Statistics, Division of Consumer Prices and Price Indexes, PSB Suite 3130, 2 Massachusetts Avenue, NE Washington, DC 20212-0001; website at <http://www.bls.gov/cpi>. SFA will consider the lesser of the following two options either—  
1) the average CPI (Food Away From Home) for the previous year or 2) three percent (3%).

## B. The Vendor Agrees to

1. Invoice SFA for unitized meals in accordance with the number of meals requested.
2. Provide the SFA, for approval, a proposed cycle menu for the operational period, at least 7 operating days prior to the beginning of the period to which the menu applies. Any changes to the menu made after SFA approval must be approved by the SFA, and documented on the menu records. Meals must be planned, prepared, and served (if applicable) to meet the USDA meal pattern requirements and nutritional standards as outlined in Attachment C, Minimum Food Specifications.
3. Maintain full and accurate records that document:
  - a. the menus were provided to the SFA during the term of this Agreement,
  - b. a listing of all components of each meal,
  - c. an itemization of the quantities of each component used to prepare said meal, and
  - d. providing the SFA with daily production/transport sheets indicating how menu items contribute to meal pattern requirements and supporting documentation for contribution.

The Vendor agrees to provide meal preparation documentation by using yield factors for each food item as listed in the *USDA Food Buying Guide* or child nutrition labels or manufacturers' product information statement when calculating and recording the quantity of food prepared for each meal.

4. Maintain cost records such as invoices, receipts, and/or other documentation that exhibit the purchase or otherwise availability to the Vendor of the meal components and quantities itemized in the meal preparation records.
5. Maintain, on a daily basis, an accurate count of the number of meals, by meal type, prepared for and delivered to the SFA. Meal count documentation must include the number of meals requested by the SFA.
6. Allow the SFA to increase or decrease the number of meal orders, as needed, when the request is made within 2 hours of the scheduled delivery time.
7. Present to the SFA an invoice accompanied by reports which itemizes the previous month's meals delivered to the SFA no later than the 10th day of each month. The Vendor agrees to forfeit payment for meals which are not ready within one (1) hour of the agreed upon time for meals to be delivered to the SFA, are spoiled, or unwholesome at the time of delivery to the SFA, or do not otherwise meet the meal requirements contained in this Agreement. The Vendor shall pay the SFA the full amount of any meal over claims which are attributable to the Vendor's negligence, including those over claims based on reviews or audit findings that occurred during the effective dates of original and renewal of the awarded contracts. In cases of nonperformance or noncompliance on the part of the Vendor, the Vendor shall pay the SFA for any excess costs the SFA incurs by obtaining meals from another source.
8. Provide the SFA with a copy of all permits and licenses required by California law for the food service facility in which it prepares meals for the National School Lunch Program/School Breakfast Program (NSLP/SBP). The Vendor shall ensure that all health and sanitation requirements of the California Retail Food Code are met at all times.



9. Operate in accordance with current NSLP/SBP regulations. The Vendor agrees to comply with all other USDA regulations regarding food service vendors including those specified for commercial food service if applicable.
10. Not subcontract for the total meal, with or without milk, or for the assembly of the meal.
11. Be paid by the SFA for all meals delivered to the SFA in accordance with this Agreement and NSLP/SBP meal pattern requirements. Neither the California Department of Education (CDE) nor USDA will assume any liability for payment of differences between the number of meals prepared by Vendor for delivery to the SFA and the number of meals served by the SFA that are not eligible for reimbursement.
12. Make substitutions in the food components of the meal pattern for students with disabilities when the disability is certified by a signed statement from a licensed physician. For nondisabled students who are unable to consume regular meals because of medical or other special dietary need substitutions shall be made on a case-by-case basis when supported by a signed statement from a medical doctor or recognized medical authority, or in the case of a request for a milk substitution, by a medical authority or a parent. There will be no additional charge to the student for such substitutions.
13. Provide access, with or without notice, to all of the Vendor's facilities for purposes of inspection and audit.

#### **C. The SFA Agrees to:**

1. Request by telephone no later than 9:00 a.m. daily, an accurate number of meals to be delivered to the SFA each day. Notify the Vendor of necessary increases/decreases in the number of meals ordered within 2 hours of the scheduled delivery time. Errors in meal orders shall be the responsibility of the SFA making the error.
2. Ensure that a SFA representative is available at each vended site, at the specified time on each specified delivery day to receive, inspect, and sign for the requested number of meals. This individual will verify the temperature, quality, and quantity of each meal delivered to the SFA. The SFA assures the Vendor that this individual will be trained and knowledgeable in the recordkeeping and meal requirements of the NSLP/SBP, and with local health and safety codes. Provide personnel to serve meals, clean the serving and eating areas, and assemble transport carts and auxiliary items for pick up by the Vendor (if applicable) no later than 10:45 a.m.
3. Notify the Vendor within 3 days of receipt of the next month's proposed cycle menu of any changes, additions, or deletions.
4. Provide the Vendor with information on how to access or a copy of the federal NSLP/SBP meal pattern requirements, the USDA Food Buying Guide; and all other technical assistance materials pertaining to the food service requirements of the NSLP/SBP. The SFA will, within 24 hours of receipt from CDE, advise the Vendor of any changes in the food service requirements.
5. Pay the Vendor by the 30th day of each month the full amount as presented on the monthly itemized invoice. Notify the Vendor within 48 hours of receipt of any discrepancy in the invoice. Pay the Vendor for all meals delivered to SFA in accordance with the agreement. Neither CDE nor USDA assumes any liability for payment of the difference between the number of meals prepared/delivered and the number of meals served by the SFA that are ineligible for reimbursement.
6. Retain control of the quality, extent, and general nature of the food service operation; and establish all program and non-program meal and a la carte prices.
7. Be responsible for loss or damage to equipment owned by the Vendor while in the possession of the SFA.
8. Submit a signed copy of the annual renewal amendment to the CDE prior to approval of the SFA online contract for participation in NSLP.

#### **D. USDA FOODS**

If SFA desires to participate in the USDA Foods Program and the Vendor agrees to use USDA Foods in accordance with federal and state regulations, then both the SFA and Vendor will need to sign the "Addendum to the Vended Meals Agreement for Participation in USDA Foods Program" Attachment H.

#### **E. Termination**

1. **Mutual Agreement Termination:** With mutual agreement of both parties to this Agreement, upon receipt and acceptance not less than sixty (60) days of written notice, this Agreement may be terminated on an agreed upon date before the end of the agreement period without penalty to either party.
2. **Non-Performance of Agreement and Termination:**



- a. Except as may be otherwise provided by this Agreement, this Agreement may be terminated in whole or in part by either party in the event of failure by the other party to fulfill its obligations under this Agreement through no fault of the terminating party.
  - b. The SFA may terminate this Agreement immediately upon written notice to Vendor if the Vendor becomes the subject of a proceeding under state or federal law for the relief of debtors or if an assignment is made for the benefit of creditors, or if Vendor loses its license or other ability to provide the required products and services, or if Vendor takes any action that violates any applicable laws (including, but not limited to, state and federal law governing the NSLP/SBP).
  - c. Any agreement termination resulting from any cause other than a Force Majeure event or termination for non-appropriations will be deemed valid reason for not considering any future proposal or bid from the defaulting Vendor.
3. **Termination for Convenience:** The SFA may terminate this agreement prior to the expiration of the term, without cause and without penalty, upon sixty (60) days written notice to the Vendor.
  4. **Final Payments:** Upon any termination of this Agreement, the SFA will pay for all meals received up to the effective date of termination. The Vendor shall submit all required reports and other information.

## F. Standard Terms and Conditions

1. **Terms and Conditions:** Vendor must be fully acquainted with terms and conditions relating to the performance of this Agreement. Failure or omission of Vendor to be familiar with existing conditions shall in no way relieve the Vendor of obligation with respect to this agreement.
2. **Not Debarred, Suspended, Proposed for Debarment, Declared Ineligible, or Voluntarily Excluded:** Vendor certifies that neither the company nor any of its principals has been debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded by any federal department or <https://www.epls.gov/> agency. Vendor should consult Executive Orders 12549 and 12689. For additional information, Vendor should check <https://www.epls.gov/>, a public service site by General Services Administration (GSA) for the purpose of efficiently and conveniently disseminating information on parties that are excluded from receiving federal contracts, certain subcontracts, and certain federal financial and nonfinancial assistance and benefit. The Suspension and Debarment Certification, Attachment E, must be signed by an authorized person and attached to this Agreement.
3. **State and Federally Required Contractual Provisions:** Vendor must have obtained, and will continue to maintain during the entire term of this Agreement, all permits, approvals or licenses necessary for lawful performance of its obligations under this Agreement. In addition, Vendor is responsible to abide by all applicable federal and state laws and policies of CDE and state and local boards of education, as applicable, when providing services under this Agreement.
4. **Equal Employment Opportunity:** Vendor shall comply with E.O. 11246, Equal Employment Opportunity, as amended by E.O. 11375, Amending Executive Order 11246 Relating to Equal Employment Opportunity, and as supplemented by regulations at 41 CFR Part 60, Office of Federal Contract Compliance Programs, Equal Employment Opportunity, Department of Labor.
5. **Labor and Civil Rights Laws:** Vendor shall comply with applicable federal, state, and local laws and regulations pertaining to wages, hours, and conditions of employment. In connection with Vendor's performance of work under this Agreement, Vendor agrees not to discriminate against any employee(s) or applicant(s) for employment because of sex, age, race, color, religion, creed, sexual orientation, gender identity, national origin, or disability. Vendor shall also comply with applicable Civil Rights laws as amended including but not limited to Title VI of the Civil Rights Act of 1964; Title IX of the Education Amendments of 1972; Section 504 of the Rehabilitation Act of 1973; the Age Discrimination Act of 1975; Title 7 CFR parts 15, 15a, and 15b; the Americans with Disabilities Act; and FNS Instruction 113-6, Civil Rights Compliance and Enforcement in School Nutrition Programs.
6. **Clean Air Act and Energy Policy and Conservation Act:** Vendor shall comply with Section 306 of the Clean Air Act (42 USC 1857(h)), Section 508 of the Clean Water Act (33 USC 1368), Executive Order 11738, and Environmental Protection Agency regulations (40 CFR Part 15), as applicable, as well as the Energy Policy and Conservation Act, Pub. L. 94-163, 89 Stat. 871, and any related state energy laws, as applicable. Vendor shall report all violations to the SFA and to the relevant federal or state agency as appropriate.
7. **Breach of this Agreement and Remedies:** If Vendor fails to comply with any of the terms and conditions of this Agreement, the SFA has the option to send Vendor a ten (10) business day Notice to cure the defect or breach. During the ten-day Notice to Cure, the parties may meet and confer to discuss the resolution of the defect or breach.



If there is not a satisfactory resolution at the end of the ten-day Notice to Cure, the SFA has the option to immediately cancel all or any part of the order. Such cancellation shall not be deemed a waiver by SFA of any rights or remedies for any breach by Vendor. SFA expressly reserves all rights and remedies provided by statute or common law in the event of such breach. Without limiting the foregoing, the SFA may, at its option, require Vendor to repair or replace, at Vendor's expense, any products or goods, which caused the breach.

The remedies of the SFA is cumulative, and additional to any/or other further remedies provided by law. No waiver of any breach shall constitute a waiver of any other breach.

8. **Indemnify and Hold Harmless:** Vendor shall indemnify, defend, and hold harmless the SFA, its directors, officers, employees, and agents from and against all liability, damages, losses and expenses (including reasonable attorneys' fees and costs) which arise out of Vendor's negligence, breach or other performance of the Agreement, or violation of any law or right of a third party, or that of Vendors' employees, subcontractors, or agents. Vendor will comply with all laws relating to intellectual property, will not infringe on any third party's intellectual property rights, and will indemnify, defend, and hold harmless the SFA and its directors, officers, employees, and agents from and against any claims for infringement of any copyrights, patents, or other infringements of intellectual property rights related to its activities under this Agreement.
  - a. Vendor agrees to notify the SFA by certified mail return receipt request, or by overnight courier immediately upon knowledge of any claim, suit, action, or proceedings.
  - b. Such indemnification obligations shall not be construed to negate, abridge, or otherwise reduce any other right or obligations to indemnify, which would otherwise exist as to any party or person.
9. **Force Majeure:** Neither party shall be liable in damages or have the right to terminate this Agreement for any delay or default in performing hereunder if such delay or default is caused by conditions beyond its control including, but not limited to Acts of God, government restrictions (including the denial or cancellation of any export or other necessary license), wars, insurrections and/or any other cause beyond the reasonable control of the party whose performance is affected.
10. **Waiver:** No claims or rights arising out of a breach of this Agreement can be discharged in whole or part by a waiver or renunciation of the claim or right unless the waiver or renunciation is supported by consideration and is in writing and signed by the aggrieved party.
11. **Taxes:** The SFA has tax-exempt status.
12. **Buy American:** Vendor will comply with the Buy American requirement, which dictates that SFAs participating in the federal school meal programs are required to purchase domestic commodities and products for SFA meals to the maximum extent practicable. Domestic commodity or product means an agricultural commodity that is produced in the U.S. and a food product that is processed in the U.S. substantially (at least 51 percent) using agricultural commodities that are produced in the U.S. (7CFR210.21, 220.16).
13. **Food Laws:** Vendor shall operate in accordance with all applicable laws, ordinances, regulations and rules of federal, state, and local authorities, including but not necessarily restricted to a Hazard Analysis and Critical Control Point (HACCP) plan. SFA may inspect Vendor's facilities and vehicles.
14. **Food Recall:** Vendor shall comply with all federal, state, and local mandates regarding the identification and recall of foods from the commercial and consumer marketplace. Vendor shall have a process in place to effectively respond to a food recall; the process must include accurate and timely communications to the SFA and assurance that unsafe products are identified and removed from SFA sites in an expedient, effective, and efficient manner. Vendor shall maintain all paperwork required for immediate and proper notification of recalls for full and split cases.
15. **Biosecurity:** Vendor must have a written policy regarding biosecurity and the food supply, in accordance with the Bioterrorism Act 2002 under the U.S. Department of Health and Human Services, Food and Drug Administration and under the USDA, Food Safety and Inspection Service.
16. **Lobbying Certification:** The Vendor must sign the Lobbying Certification, Attachment F, which was attached as an addendum to this Agreement and which is incorporated and made a part of this Agreement. If applicable, the Vendor has also completed and submitted Standard Form-L.L.L. Disclosure of Lobbying Activities (Attachment G), or will complete and submit as required in accordance with its instructions included in Attachment G.
17. **Independent Price Determination Certification:** The Vendor must sign Independent Price Determination Certificate, Attachment D, which was attached as an addendum to the Agreement and which is incorporated herein by reference and made a part of this Agreement.
18. The Vendor shall comply with all other pertinent state and federal laws.



19. **Records:** Vendor and SFA shall retain all required records for a period of three (3) years after SFA makes final payment and all other pending matters are closed included any ongoing audits or the end of the fiscal year to which they pertain, whichever is greater. Upon request, make all accounts and records pertaining to the Agreement available to the certified public accountant hired by the SFA, representatives CDE, USDA, and the Office of Inspector General (OIG) for audits or administrative reviews at a reasonable time and place. Surrender to the SFA, upon termination of the Agreement, all records pertaining to the operation of the food service, to include all production records, product invoices, claim documentation, financial reports, and procurement documentation. The records shall be in appropriate order, complete, and legible.
20. **Duty to Protect:** Vendors shall perform a criminal background check on any of the Vendors employees that will be working at the SFA and disclose results to the SFA.
21. **Insurance:** Vendors shall maintain the Insurance coverage set forth below for each accident provided by insurance companies authorized to do business in California. A Certificate of Insurance of the Vendor's insurance coverage indicating these amounts must be submitted at the time of the award. Complete the information below based on the Vendor's Certificate of Insurance:
  - a. Comprehensive General Liability—includes coverage for:
    - 1) Premises—Operations
    - 2) Products—Completed Operations
    - 3) Contractual Insurance
    - 4) Broad Form Property Damage
    - 5) Independent Contractors
    - 6) Personal Injury—\$2,000,000 Combined Single Limit
  - b. Automobile Liability—\$2,000,000 Combined Single Unit
  - c. Workers' Compensation-Statutory; Employer's Liability—\$1,000,000
  - d. Excess Umbrella Liability—\$250,000 Combined Single Unit
  - e. The SFA shall be named as additional insured on General Liability, Automobile, and Excess Umbrella. The Vendor must provide a waiver of subrogation in favor of the SFA for General Liability, Automobile, Workers' Compensation, and Excess Umbrella.
  - f. The Insurance company insuring the Vendor shall provide for notice to the SFA of cancellation of insurance policies 30 days before such cancellation is to take effect.

#### **G. General Assurances**

1. **Amendments and Waivers.** Any term of this Agreement may be amended or waived only with the written consent of the parties.
2. **Sole Agreement.** This Agreement constitutes the sole agreement of the parties and supersedes all oral negotiations and prior writings with respect to the subject matter hereof.
3. **Notices.** Any notice required or permitted by this Agreement shall be in writing and shall be deemed sufficient upon receipt, when delivered personally or by courier, overnight delivery service, or confirmed facsimile, 48 hours after being deposited in the regular mail as certified or registered mail (airmail if sent internationally) with postage prepaid, if such notice is addressed to the party to be notified at such party's address or facsimile number as set forth below, or as subsequently modified by written notice.
4. **Severability.** If one or more provisions of this Agreement are held to be unenforceable under applicable law, the parties agree to renegotiate such provision in good faith. In the event that the parties cannot reach a mutually agreeable and enforceable replacement for such provision, then (1) such provision shall be excluded from this Agreement, (2) the balance of the Agreement shall be interpreted as if such provision were so excluded and (3) the balance of the Agreement shall be enforceable in accordance with its terms.
5. **Advice of Counsel.** Each party acknowledges that, in executing this Agreement, such party has had the opportunity to seek the advice of independent legal counsel, and has read and understood all of the terms and provisions of this Agreement. CDE is not a party to any contractual relationship between a SFA and a Vendor. CDE is not obligated, liable, or responsible for any action or inaction taken by a SFA or Vendor based on this Agreement template. CDE's review of the Agreement is limited to assuring compliance with federal and state procurement requirements. CDE does not review or judge the fairness, advisability, efficiency, or fiscal implications of the Agreement.



SCHOOL FOOD AUTHORITY / VENDOR SIGNATURES		
Name of School Food Authority's Authorized Representative		Title
Signature of School Food Authority's Authorized Representative ➤		Date Mo./Day/Yr. Signed
Name of Vendor's Authorized Representative Steven Gragg		Title Chief Business Official
Signature of Vendor's Authorized Representative ➤		Date Mo./Day/Yr. Signed



## Additional School Locations

Contact Person <i>First and Last Name</i>		Title	
Margee Aguirre		School Clerk	
Street Address		City	State
14535 Old River Rd.		Bakersfield	CA.
Phone Area Code/No.	Fax Area Code/No	Email Address	
661-831-3503	661-831-7709	maguirre@lakesideusd.org	

Contact Person <i>First and Last Name</i>		Title	
Ronda Szolek		School Clerk	
Street Address		City	State
7315 Harris Rd.		Bakersfield	CA.
Phone Area Code/No.	Fax Area Code/No	Email Address	
661-665-8190	661-665-8282	rszolek@lakesideusd.org	

Contact Person <i>First and Last Name</i>		Title	
Street Address		City	State
Phone Area Code/No.	Fax Area Code/No	Email Address	

Contact Person <i>First and Last Name</i>		Title	
Street Address		City	State
Phone Area Code/No.	Fax Area Code/No	Email Address	



## Minimum Food Specifications

*To be completed by SFA. CDE does not approve, evaluate, or endorse specifications.*

Examples may include the following listed below.

**Meat/Seafood**—All meats, meat products, poultry products, and fish must be government-inspected.

- Beef, lamb, and veal shall be USDA Grade Choice or better
- Pork shall be U.S. No.1 or U.S. No. 2
- Poultry shall be U.S. Government Grade A
- Seafood to be top grade, frozen fish—must be a nationally distributed brand, packed under continuous inspection of the USDA

**Dairy Products**—All dairy products must be government-inspected.

- Fresh eggs, USDA Grade A or equivalent, 100 percent candled
- Frozen eggs, USDA—inspected
- Milk, pasteurized Grade A

**Fruits and Vegetables**

- Fresh fruits and vegetables selected according to written specifications for freshness, quality, and color—U.S. Grade A Fancy
- Canned fruits and vegetables selected to requirements—U.S. Grade A Choice or Fancy (fruit to be packed in light syrup or natural juices)
- Frozen fruits and vegetables shall be U.S. Grade A Choice or better

**Baked Products**

- Bread, rolls, cookies, pies, cakes, and puddings either prepared or baked on premises or purchased on a quality level commensurate with meeting USDA breakfast and lunch requirements, as applicable

**Staple Groceries**

- Staple groceries to be a quality level commensurate with previously listed standards



# ATTACHMENT C (cont'd)

At a minimum, any proposed menu plans must comply with the Final Rule Nutrition Standards in the National School Lunch and School Breakfast Programs published in January 2012.

Meal Pattern	Breakfast Meal Pattern			Lunch Meal Pattern		
	Grades K-5 <sup>a</sup>	Grades 6-8 <sup>a</sup>	Grades 9-12 <sup>a</sup>	Grades K-5	Grades 6-8	Grades 9-12
Meal Pattern	Amount of Food <sup>b</sup> Per Week (Minimum Per Day)					
Fruits (cups) <sup>c,d</sup>	5 (1) <sup>e</sup>	5 (1) <sup>e</sup>	5 (1) <sup>e</sup>	2½ (½)	2½ (½)	5 (1)
Vegetables (cups) <sup>c,d</sup>	0	0	0	3¾ (¾)	3¾ (¾)	5 (1)
Dark green <sup>f</sup>	0	0	0	½	½	½
Red/Orange <sup>f</sup>	0	0	0	¾	¾	1¼
Beans/Peas (Legumes) <sup>f</sup>	0	0	0	½	½	½
Starchy <sup>f</sup>	0	0	0	½	½	½
Other <sup>f,g</sup>	0	0	0	½	½	¾
Additional Veg to Reach Total <sup>h</sup>	0	0	0	1	1	1½
Grains (oz eq) <sup>i</sup>	7-10 (1) <sup>j</sup>	8-10 (1) <sup>j</sup>	9-10 (1) <sup>j</sup>	8-9 (1)	8-10 (1)	10-12 (2)
Meats/Meat Alternates (oz eq)	0 <sup>k</sup>	0 <sup>k</sup>	0 <sup>k</sup>	8-10 (1)	9-10 (1)	10-12 (2)
Fluid milk (cups) <sup>l</sup>	5 (1)	5 (1)	5 (1)	5 (1)	5 (1)	5 (1)
<b>Other Specifications: Daily Amount Based on the Average for a 5-Day Week</b>						
Min-max calories (kcal) <sup>m,n,o</sup>	350-500	400-550	450-600	550-650	600-700	750-850
Saturated fat (% of total calories) <sup>n,o</sup>	< 10	< 10	< 10	< 10	< 10	< 10
Sodium (mg) <sup>n,p</sup>	≤ 430	≤ 470	≤ 500	≤ 640	≤ 710	≤ 740
Trans fat <sup>n,o</sup>	Nutrition label or manufacturer specifications must indicate zero grams of <i>trans</i> fat per serving.					

<sup>a</sup>In the SBP, the above age-grade groups are required beginning July 1, 2013 (SY 2013-14). In SY 2012-13 only, schools may continue to use the meal pattern for grades K-12 (see § 220.23).

<sup>b</sup>Food items included in each food group and subgroup and amount equivalents. Minimum creditable serving is ½ cup.

<sup>c</sup>One-quarter cup of dried fruit counts as ½ cup of fruit; 1 cup of leafy greens counts as ½ cup of vegetables. No more than half of the fruit or vegetable offerings may be in the form of juice. All juice must be 100% full-strength.

<sup>d</sup>For breakfast, vegetables may be substituted for fruits, but the first two cups per week of any such substitution must be from the dark green, red/orange, beans and peas (legumes) or "Other vegetables" subgroups as defined in §210.10(c)(2)(iii).

<sup>e</sup>The fruit quantity requirement for the SBP (5 cups/week and a minimum of 1 cup/day) is effective July 1, 2014 (SY 2014-15).

<sup>f</sup>Larger amounts of these vegetables may be served.

<sup>g</sup>This category consists of "Other vegetables" as defined in §210.10(c)(2)(iii)(E). For the purposes of the NSLP, "Other vegetables" requirement may be met with any additional amounts from the dark green, red/orange, and beans/peas (legumes) vegetable subgroups as defined in §210.10(c)(2)(iii).

<sup>h</sup>Any vegetable subgroup may be offered to meet the total weekly vegetable requirement.



<sup>1</sup>At least half of the grains offered must be whole grain-rich in the NSLP beginning July 1, 2012 (SY 2012-13), and in the SBP beginning July 1, 2013 (SY 2013-14). All grains must be whole grain-rich in both the NSLP and the SBP beginning July 1, 2014 (SY 2014-15).

<sup>2</sup>In the SBP, the grain ranges must be offered beginning July 1, 2013 (SY 2013-14).

<sup>3</sup>There is no separate meat/meat alternate component in the SBP. Beginning July 1, 2013 (SY 2013-14), schools may substitute 1 oz. eq. of meat/meat alternate for 1 oz. eq. of grains after the minimum daily grains requirement is met.

<sup>4</sup>Fluid milk must be low-fat (1 percent milk fat or less, unflavored) or fat-free (unflavored or flavored).

<sup>5</sup>The average daily amount of calories for a 5-day school week must be within the range (at least the minimum and no more than the maximum values).

<sup>6</sup>Discretionary sources of calories (solid fats and added sugars) may be added to the meal pattern if within the specifications for calories, saturated fat, *trans* fat, and sodium. Foods of minimal nutritional value and fluid milk with fat content greater than 1 percent milk fat are not allowed.

<sup>7</sup>In the SBP, calories and *trans* fat specifications take effect beginning July 1, 2013 (SY 2013-14).

<sup>8</sup>Final sodium specifications are to be reached by SY 2022-23 or July 1, 2022. Intermediate sodium specifications are established for SY 2014-15 and 2017-18. See required intermediate specifications in § 210.10(f)(3) for lunches and § 220.8(f)(3) for breakfasts.



## Addendum to the Vended Meals Agreement for Participation in USDA Foods Program

This is an addendum to the "Vended Meals Agreement" for the purpose of participation in the USDA Foods Program. By signing this addendum to the "Vended Meals Agreement for Participation in the USDA Foods Program," SFA and Vendor, as defined in the Vended Meals Agreement agree to the following:

### USDA Foods

1. Any USDA Foods received (when the foods arrive at the SFA's kitchen, SFA's storage facility, or Vendor storage facility in either raw form or in processed end products) by the SFA and made available to the Vendor must accrue solely to the benefit of USDA Child Nutrition programs if applicable, and shall be fully utilized therein. The Vendor shall have records available to substantiate that the full value of all USDA Foods is used solely for the benefit of the SFA.
2. The SFA shall retain title to all USDA Foods.
3. USDA Foods allocated to the SFA will be delivered to and utilized by the Vendor equitably for lunches served to students at the SFA.
4. **Vendor Responsibility**—the Vendor will conduct all activities relating to USDA Foods for which it is responsible in accordance with 7 CFR Parts 210, 220, 225, 226, and 250 as applicable. This will include but is not limited by the following:
  - a. The Vendor must credit the SFA for the value of all USDA Foods received for use in the SFA's meal service in the school year or fiscal year (including both entitlement and bonus foods), and including the value of USDA Foods contained in processed end products, in accordance with the contingencies in 7 CFR 250.51(a);
  - b. The Vendor must credit the SFA for all discounts or rebates for USDA Foods purchases made on its behalf. All refunds received from processors must be retained by the nonprofit SFA account.
  - c. The Vendor shall provide the method and frequency by which crediting will occur, and the means of documentation to be utilized to verify that the value of all USDA Foods has been credited;
  - d. The Vendor shall use the USDA Foods values as posted on CDE's USDA Foods website including the value of bonus USDA Foods;
  - e. The Vendor shall be responsible for activities related to USDA Foods in accordance with 7 CFR 250.50(d), and must assure that such activities are performed in accordance with the applicable requirements in 7 CFR part 250;
  - f. The Vendor will use all USDA Foods ground beef and ground pork products, and all processed end products, without substitution, in the SFA's food service;
  - g. The Vendor will use all other USDA Foods, or will use commercially purchased foods of the same generic identity, of U.S. origin, and of equal or better quality than the USDA Foods, in the SFA's food service;
  - h. The Vendor will not itself enter into the processing agreement with the processor required in subpart C of 7 CFR part 250;
  - i. The Vendor will comply with the storage and inventory requirements for USDA Foods;
  - j. The Vendor will ensure that its system of inventory management will not result in the SFA being charged for USDA Foods;
  - k. The Vendor will maintain records to document its compliance with requirements relating to USDA Foods, in accordance with 7 CFR 250.54(b);
  - l. The Vendor shall accept liability for any negligence on its part that results in any loss of, improper use of, or damage to USDA Foods;
  - m. The Vendor shall accept and use USDA Foods in as large quantities as may be efficiently utilized in the SFA's nonprofit food service, subject to approval of the SFA. The SFA shall consult with the Vendor in the selection of USDA Foods; however, the final determination as to the acceptance of USDA Foods must be made by the SFA;
  - n. The Vendor shall account for all USDA Foods separately from purchased foods. The Vendor is required to maintain accurate and complete records with respect to the receipt, use/disposition, storage, and inventory of USDA Foods. Failure by the Vendor to maintain the required records under this agreement shall be considered prima facie evidence of improper distribution or loss of USDA Foods.
  - o. Vendor shall order only those USDA Foods that can be incorporated into its meals.



**5. USDA Foods Handling Charges**

- a. The SFA's monthly USDA Foods handling charges (including storage, delivery (if applicable), administration and processing fees (if applicable)) will be deducted by CDE from the SFA's monthly Federal reimbursement.
- b. The Vendor is responsible for USDA Foods handling charges and must reimburse the SFA monthly for USDA Foods handling charges.

**6. Year-End Reconciliation**

- a. A year-end reconciliation shall be conducted by the SFA to ensure and verify correct and proper credit has been received for the full value of all USDA Foods received by the Vendor during the fiscal year. The SFA reserves the right to conduct USDA Foods credit audits throughout the year to ensure compliance with federal regulations 7 CFR 210 and 7 CFR 250.
- b. If SFA is participating in direct diversion processing or cheese processing, based on actual bulk USDA Foods received, it may be necessary for the Vendor to make compensation adjustments to the SFA at the end of the school year. The SFA is responsible for assuring adjustments are made.

**7. Procurement of USDA Foods**—the procurement of processed end products on behalf of the SFA, as applicable, will ensure compliance with the requirements in subpart C of 7 CFR part 250 and with the provisions of distributing or SFA processing agreements, and will ensure crediting of the SFA for the value of USDA Foods contained in such end products at the processing agreement value.**8. Access to Records**—the distributing agency, sub-distributing agency, or SFA, the Comptroller General, the Department of Agriculture, or their duly authorized representatives, may perform onsite reviews of the Vendors food service operation, including the review of records, to ensure compliance with the requirements for the management and use of USDA Foods.**9. Renewal of Agreement**—extensions or renewals of the agreement, if applicable, are contingent upon the fulfillment of all agreement provisions relating to USDA Foods.**10. Termination of Vended Meals Agreement**—upon termination of this Vended Meals Agreement, SFA must conduct a contract-end reconciliation to ensure and verify correct and proper credit has been received for the actual value of all USDA Foods received by the Vendor. The value of USDA Foods shall be based on the USDA Foods values as posted on CDE's USDA Foods website. If SFA has received the actual value of all USDA Foods received by the Vendor, no additional compensation is required from the Vendor.

If SFA has not received the actual value of all USDA Foods received by the Vendor at contract termination date, the Vendor must provide compensation to SFA. Compensation must be either financial or return of unused USDA Foods, as determined by SFA. If the SFA terminates the Agreement without cause, or if the Vendor terminates the Agreement with cause, the SFA bears the cost of transferring/removal of all remaining USDA Foods from the Vendor. If the SFA terminates the Agreement with cause, or if the Vendor terminates the Agreement without cause, the Vendor bears the cost of transferring/removal of all remaining USDA Foods.

**CERTIFICATION SIGNATURES**

I CERTIFY by signing and dating this Addendum, SFA and Vendor agree to the terms and conditions as described herein.

Name of Vendor's Authorized Representative

Steven Gragg

Title

Chief Business Official

Signature of Vendor's Authorized Representative

&gt;

Date Signed Mo./Day/Yr.

4-18-2023

Name of SFA's Authorized Representative

Title

Signature of SFA's Authorized Representative

&gt;

Date Signed Mo./Day/Yr.



## EXHIBIT A

### SCOPE OF WORK VENDED MEALS

The vendor will supply meals to the McKittrick Elementary School District hereafter referred to as "SFA", that comply with the nutrition standards established by the United States Department of Agriculture (USDA) for the School Breakfast Program, the National School Lunch Program, and the Seamless Summer Option. The vendor will prepare meals off-site in a facility that maintains the appropriate state and local health certifications, and will package and deliver these meals in accordance with the food safety guidelines of the appropriate governing health departments. Vendors must submit with their bid a copy of the current state and local health certifications.

#### GENERAL VENDOR RESPONSIBILITIES

- a. The vendor shall provide the services required by this IFB at all times in accordance with generally accepted standards of care and best practices in the industry.
- b. Vendor shall deliver meals to location(s) at times specified by SFA.
- c. Vendor will provide the necessary utensils and napkins in sufficient quantity for the number of meals ordered.
- d. Vendor shall be responsible for the condition or care of meals until they are delivered to the school.
- e. The vendor shall be responsible for providing meals and menus appropriate for the age of the students served and acceptable to students evidenced by a minimum of plate waste and participation levels.
- f. Vendor shall provide to SFA a monthly menu covering the meals to be served for the following month, no later than one (1) week prior to the end of each month.
- g. When requested by the SFA, the Vendor shall provide SFA with sack lunches for field trips. All meals for field trips must meet the appropriate meal pattern requirements.
- h. Vendor shall maintain all necessary records on the nutritional components and quantities of the meals served at the SFA and make said records available for inspection by the SFA, the CDE, and the USDA, upon request.
- i. The vendor shall participate in the parent, teacher, and student advisory board.
- j. The vendor is required to substitute food components of the meal pattern for students with disabilities in accordance with 7 C.F.R. §210.10(m) when the disability restricts their diet and is permitted to make substitutions for students without disabilities when they are unable to eat regular meals because of a medical or special dietary need.



## GENERAL SFA RESPONSIBILITIES

- a. The SFA shall approve the menus and recipes for meals and other food to be served or sold to students to ensure compliance with the rules and regulations of the state of California and the United States Department of Agriculture. The SFA must authorize any deviations from the approved menu cycle.
- b. The SFA may request menu changes periodically throughout the Term of the Contract and shall inform the vendor of any adjustments to menus and monitor implementation of adjustments.
- c. The SFA orders meals on a daily basis for each site for each type of meal to be delivered. The SFA can increase or decrease the number of meals ordered or cancel deliveries on a twenty-four hour notice to the vendor.
- d. The SFA shall be responsible for receiving medical statements regarding students' disabilities/special dietary needs and shall ensure the vendor complies with all special dietary accommodation requirements. Substitutions are made on a case-by-case basis and must be supported by a statement of the need for substitutes that includes the recommended alternate foods.

## EQUIPMENT

- a. The SFA shall provide equipment to hold and serve the meals.
- b. The vendor shall provide written notification to the SFA of any equipment belonging to the vendor within ten days of its placement on SFA premises.
- c. The vendor shall retain title to all vendor-owned property and equipment when placed in service. The vendor shall provide, at no cost to the SFA, complete maintenance, repair, and replacement services for all vendor-owned property and equipment.
- d. Upon expiration or termination of the Contract, it shall be the vendor's responsibility to remove all vendor-owned property and equipment within a timely manner and without damage to SFA facilities.

## PACKAGING REQUIREMENTS

- a. Hot meal unit—Packaging suitable for maintaining components at temperatures in accordance with state and local health standards. Container and overlay should have an airtight closure, be of non-toxic material, and be capable of withstanding temperatures of 135°F.
- b. Cold meal unit or unnecessary to heat—Container and overlay to be plastic or paper and of non-toxic material.



- c. Sack meals must be in white or brown paper bags or in boxes with enough strength to hold meals without tearing or ripping.
- d. Meals shall be delivered with the following items: condiments, straws for milk, napkins, single service ware, and serving utensils. Vendor shall insert non-food items that are necessary for the meal to be eaten.

## DELIVERY REQUIREMENTS

- a. Meals must be delivered in accordance with the approved menu cycle.
- b. The vendor shall provide a delivery slip with the date and the number of meals delivered. The SFA authorized representative or his/her designee must sign the delivery slip and verify the condition of the meals received.
- c. Meals must be delivered in closed-topped, sanitary vehicles.
- d. Meals must be delivered in clean, sanitary transporting containers that maintain the proper temperatures of food and are food-grade containers approved by the local or state health departments.
- e. When an emergency prevents the vendor from delivering meals, the vendor shall notify the SFA-authorized representative or his/her designee immediately by phone of the emergency and when the meals will be delivered.
- f. The SFA reserves the right to inspect and determine the quality of food delivered. The SFA may reject and not pay for any meals or components of meals that are unwholesome, judged as poor quality, damaged, incomplete either due to inadequate portion sizes or missing number of meal components, or delivered in unsanitary conditions such as incorrect temperatures.
- g. The SFA will not pay for deliveries made later than the regularly scheduled lunch or breakfast periods as listed on Attachment A, or as otherwise stated in this Contract.
- h. All refrigerated food shall be delivered at an internal temperature of 40°F or below. All frozen food shall be delivered at 0°F or below. Frozen products should show no evidence of thawing and re-freezing, freezer burn, or any off color or odors. All hot food shall be delivered with an internal temperature of 135°F or above.

## Attachment A

### *Schools included in this Bid*

*\*Information below is subject to change*

School Site	Address			
Lakeside School	14535 Old River Rd., Bakersfield, CA. 93311			
Donald E. Suburu School	7315 Harris Rd., Bakersfield, CA. 93311			



## Exhibit B

### Schedule of Fees

The costs included in the Cost per Meal table comprise the fixed price per meal. The fees are agreed upon by both parties and represent allowable food service costs in accordance with 2 *CFR* parts 225 and 230 as applicable.

All costs are based on the average daily participation of 79% of 1397 students in the district and 180 number of school days.

### Cost per Meal

Note: Prices must **not** include values for USDA Foods, and must include all meal programs.

LINE ITEM	UNITS*	RATE	TOTAL
Breakfast	103,680	\$2.15	\$222,912.00
Lunch	197,640	\$3.10	\$612,684.00
Snacks	0	\$0.00	\$0.00
Seamless Summer Feeding Option	0	\$0.00	\$0.00
Child and Adult Care Food Program Supper	0	\$0.00	\$0.00
Non-reimbursable Meals	0	\$0.00	\$0.00
TOTAL	301,320	\$5.25	\$835,596.00

\*Units to be provided by SFA



Date: May 1, 2023

To: Lakeside Union School District  
Board of Trustees & Superintendent Ty Bryson

From: Lakeside/Suburu Teachers Association  
Joseph Andreotti, President

Re: Initial Sunshine Proposal 2023-24 Collective Bargaining Negotiations

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

1. Article II Salary: The Association shall propose changes to the existing language that continues the shared the District's vision of offering a compensation package for Bargaining Unit Members that helps the District attract and retain a stable teaching force that is beneficial for all LUSD students and families.
2. Article III Health Benefits: The Association will propose changes to the existing plan and language that continues the share the District's vision of offering a health benefit package for Bargaining Unit Members that will help the District attract and retain a stable teaching force, that is healthy for all LUSD students and families.
3. Article IV Class Size: The Association will propose changes to the existing language.
4. Article V Hours: The Association will propose changes to the existing language.
5. Article VI Leaves of Absence: The Association will propose changes to the existing language.
6. Article XV Duration: The Association will propose changes to the existing language.

The Association may offer counterproposals, withdrawal of proposals, and/or other changes to proposals responsive to discussions occurring during negotiations. All provisions of the Collective Bargaining Agreement not addressed in the course of this negotiations are to remain unchanged. The Association looks forward to a productive, amicable, and equitable settlement for the 2023-2024 school year negotiations.

Sincerely,



Joseph Andreotti, President  
Lakeside/Suburu Teachers Association